

SCHOOL LIFE

Published Monthly, except July and August, by the Department of the Interior, Bureau of Education
Secretary of the Interior, RAY LYMAN WILBUR Commissioner of Education, WILLIAM JOHN COOPER

VOL. XIV

WASHINGTON, D. C., APRIL, 1929

No. 8

Some Suggestions for Improving Rural School Administration and Support

One-Teacher School Still Necessary Under Certain Conditions, and it Should be Thoroughly Modernized. Districts of Large Area Obviously Desirable. Comprehensive State Survey May be Needed to Accomplish Reorganization of Districts. Better Systems of Taxation and Distribution Should be Devised. Oversupply of Teachers Makes Higher Requirements Possible. Centralize in State Board the Power to Grant Certificates

By WM. JOHN COOPER

United States Commissioner of Education

WHEN I speak of 1-teacher rural schools I do not wish to be understood as filing a brief for them. The "little red schoolhouse," like the old oaken bucket, may make strong appeals to sentiment, but we must, in the light of present-day conditions, look upon both of them where they still exist as necessary evils. Just as we should try to keep the open well sanitary for our health's sake, so we should modernize in every way possible the 1-teacher school if it is the only type of school possible or practicable under existing conditions. If we keep ever in mind that it grew up under pioneering conditions, when land and the improvements thereon were fair measures of wealth and the ability of citizens to pay taxes could be fairly measured thereby; when roads were poor or nonexistent; when transportation was slow; when rural life in its freedom from crime, epidemic, conflagration, and unemployment was to be preferred to urban life; when trained teachers, good textbooks, and scientific methods were nonexistent; if, in a word, we fully realize that the conditions which produced the 1-teacher school no longer prevail, we will endeavor to eliminate it wherever possible.

Unit of Administration Should be Larger

My remarks therefore will be concerned with how we may administer such schools to better advantage.

First. We need a unit of administration much larger than that served by the present 1-teacher school, since: (a) The area of administration should be large enough

to support a complete school unit, elementary and secondary. Only in most unusual situations should one person be expected to teach both elementary and high school grades. (b) The number of pupils of junior and senior high-school age should be adequate to make possible the richer curricular offerings, the better opportunities for adequate counseling and guidance, and the more varied extracurricular program of our larger high schools. If the area is very sparsely populated, lodging and boarding at the high school may be required as well as good transportation facilities. (c) Enough elementary schools should be in the area to warrant employing at least one trained supervisor.

Real Community Should be School Unit

To offer such educational opportunities, without undue hardship on the taxpayer, a district of large area is obviously needed. In some States such a unit probably exists in the county. If so the preparation of a law is simple, although political influences will doubtless oppose its passage. If, however, the county area is very large or county lines exist primarily for defining jurisdiction of courts, or possess mainly historical significance, new units must be established. This unit, I believe, should be a real community unit, and its center should be the place where adults shop, go to church, attend lodge, etc. To accomplish such reorganization I recommend a comprehensive survey of an entire State and the establishment of a commission with power to carry out the survey recommendations.

Second. We need a new plan of school finance. Doctor Swift and others have told us that ability to support govern-

mental agencies, and especially schools, is no longer adequately measured by the general property tax. Mrs. Cook, of our bureau, tells me, that an increasing number of States report other types of tax used in whole or in part to support schools, for instance: 8 States so use personal income taxes; 8 States, inheritance taxes; 7, a specific form of corporation tax; 5, a severance tax; 8, occupational, business, and license taxes; 11, a sales tax. In the latter are included five States with a tobacco tax and one with a tax on malt sirup. It is reasonable to assume that wealth in these new forms and found chiefly in cities is dependent more or less on the existence of a "back country." If so, its prosperity and its advantages, especially in educational opportunity, are matters of vital importance to the possessors of such wealth. All this appears to call for a large unit—probably a State unit, if just and fair taxes are to be levied. The law which levies the tax must, of course, provide the machinery for handling and apportioning the funds.

Better Systems of Apportionment Are Needed

Third. We need a new system of distributing State funds. It might well be inferred from what has been said above that any system which antedated the year 1900, or even the end of the World War, would be unlikely to allot school moneys justly. Several States have given this problem attention and are now experimenting with new plans. I hope that all students of rural education will follow closely the operation of the "weighted pupil" plan of New York, and the "equated pupil" plan of Connecticut. This is a field fruitful for research work.

Address before department of rural education, National Education Association, Cleveland, Ohio, February 26, 1929.

I think that no State should enact into its law a statute of another State until careful study has indicated how the principles involved will affect its schools. I want to warn you against distributing money with no regard to reorganization. A private business which fails to adapt itself to new conditions goes into bankruptcy. This, of course, can not happen to such a quasi municipal corporation as a school district. Nevertheless, I believe it is bad public policy to bolster up an educational organization which was developed to meet needs no longer existing and whose officials insist on maintaining the status quo rather than creating new organizations to meet new needs.

Room for Improvement in Personnel

Fourth. We need better trained teachers, and better equipped staffs in State departments of education to handle certification problems. It is implied in my remarks on distribution of State school funds that the State department is likely to need more help if such funds are handled properly. But in addition to this financial responsibility, the State departments are rendering each year greater service in certificating teachers. In 36 States certificating authority (excluding, in some States, the independent cities) is vested in State agencies. In four others State control is practically accomplished, though some certificates are still issued by counties. The examination method of issuing certificates has been eliminated in all but 15 States.

Local Units Should Not Fix Standards

In view of the fact that the oversupply of teachers seems to be nation-wide, I can see no good reason why any State should allow local units to set standards, examine, and certificate teachers. It is not fair to children to permit local authorities to certificate a poorly trained person when trained teachers are available. It is not fair to the great body of American teachers who are endeavoring to professionalize their calling to have such a door opened to those who are for the most part mere job hunters. Nor is it fair to those who have invested heavily in their education and professional training to be compelled to accept salaries fixed by the law of demand and supply when the supply can be increased arbitrarily by local examining boards. And in the long run it is not fair to the best of those who enter teaching by the examination route, for often they must migrate in order to obtain promotion and salary increase. The local nature and unstandardized character of their certificates tend to prevent migration and consequently to lessen their opportunities and remove the chief incentive to self-improvement.

We also note a marked increase in professional standards for certification. A

minimum prerequisite of high-school graduation and two years' professional training in addition has been established in five States, a minimum of high-school graduation with one year in addition in 14 other States, and of high-school graduation with professional training either included or in addition to high-school graduation, in several others. That the movement is constantly growing is shown by the fact that eight States have reported raising certification requirements during 1927-28. Certainly no State can be criticized for increasing standards in view of the oversupply of teachers.

I should recommend, therefore, State statutes along such lines as these:

1. Granting sole authority to fix standards for teaching certificates to the State department of education or to some board or professional commission with authority to act for the State.

2. Placing all power to issue certificates in the hands of the State department of education or in such teacher-training institutions, public and private, as may be accredited by the State department of education.

Emergency Certificates Are Permissible

3. Empowering the State department of education to grant emergency certificates on its own examination or on examination by such local boards as the State board may establish or approve. This will care for conditions similar to those of the World War period when a great shortage of teachers justified extraordinary recruiting methods.

4. Empowering State agencies to classify school districts in such a way that those without adequate resources to pay a properly trained teacher will not be forced to close school. Such districts may be permitted to employ teachers with incomplete preparation, but only so long as the necessity therefor continues. The classification should care for these situations until a plan for adequately financing all school districts whose continuation is approved can be worked out.

Supervision by State and County Officers

Fifth. We need better supervision of rural schools.

It is obvious that until there are much larger school districts in the rural areas improvements in supervising instruction must fall on the county and State units. It is with satisfaction, then, that we note upward trends in salaries and qualifications, for county superintendents' reports for the 5-year period (1922-1927) indicate higher median salaries for these officials in 34 States, the increase amounting to about \$500 per year. During the same period 16 States have raised the minimum salaries and 30 States have raised the maximum salaries paid to their county

superintendents. In fact, the number in the \$4,000 to \$9,000 class has increased.

The high-water mark in selecting a superintendent so far as I know has been fixed by Los Angeles County, Calif. The county charter provides for selection of the superintendent under civil service regulations by the board of county supervisors, who also fix his salary. The salary of the next superintendent has been fixed at \$9,000. The qualifications set were about these: (a) Education; at least a bachelor's degree from a recognized college. (b) Successful experience in administering schools. (c) Professional, holding an administrator's credential issued by the State department of education and ability to pass an examination set by the county civil service examination.

Examination by Competent Persons

The questions for this examination were written by a special committee consisting of one member of the civil service commission, the State superintendent, and three college presidents. The four professional members marked the papers, each independently. From a list of three certified by this commission the board of supervisors will elect the superintendent, who will serve for life or until removed for cause.

It can be confidently expected that any county superintendent so selected, so well paid, and protected in his tenure will establish a splendid educational program and give professional supervision of high character to his rural schools.

State departments of education also show encouraging progress. In commenting on this, Mrs. Katherine M. Cook, of the Bureau of Education, writes:

State Inspection Before State Supervision

"State supervision of rural schools began as an inspectorial function generally practiced in connection with the distribution of State aid. Although certain inspectorial duties continue, they are subordinate in amount and number of persons engaged in supervisory functions, using the term 'supervisory' in its modern meaning as concerned with the improvement of instruction. In numbers, State education staff members assigned to rural-school work have increased in 10 years from 46 officials in 26 States to 172 in 38 States. The number of such officials and the States employing them have steadily increased with the exception of a setback encountered in 1926, when two States were obliged to drop State rural-school supervisors. In salary, professional training, and type of duties performed, rural-school supervisors in practically all States employing them have a status equal to that of other members of the State education staff."

We have so much evidence of the beneficent effect of well-trained leaders in developing courses of study, improving teaching skill, and otherwise furnishing educational opportunity for the country child approaching that of the city child that we can safely recommend legislation along three lines: (a) To increase the salary, improve the training, and raise the standards for county superintendents. (b) To allow from State money a "supervision fund" to be used for employing professionally trained rural supervisors in each county. (c) To provide a State rural-school staff adequate in ability and size to stimulate, lead, and assist the county officials, to direct the local school attendance supervisors, and to safeguard the educational rights of children of migratory workers.

Realizing that everything can not be accomplished even by State legislatures at one session, I have made no effort to outline any comprehensive plan for rural-school improvement. My purpose has been rather to suggest several steps which I believe are in line of advance and which may be undertaken without waiting for extended research, and to offer two suggestions for research study, namely, to develop in each State a plan for financing schools and to discover the best unit for rural-school administration.

•

Thirty-four religious faiths are represented by students this year in the University of Wisconsin. Answers by 6,479 of the 9,042 students brought out the following record of church affiliation in certain denominations: Roman Catholic 1,042, Lutheran 1,018, Methodist 959, Congregational 887, Presbyterian 680, Jewish 553, Episcopal 441, Baptist 235, and Christian Science 189. These nine faiths claimed 93 per cent of the students reported.

Educational Exhibit at the Seville Exposition

The United States Government, through the Departments of the Interior, Commerce, Agriculture, and other agencies, is participating in the Hispano-American Exposition, which will be opened this month at Seville, Spain, and continue for approximately one year. In the public resolution approved by Congress on March 3, 1925, the Secretary of the Interior was authorized to collect and prepare suitable exhibits pertaining to education and other phases of the work of the department.

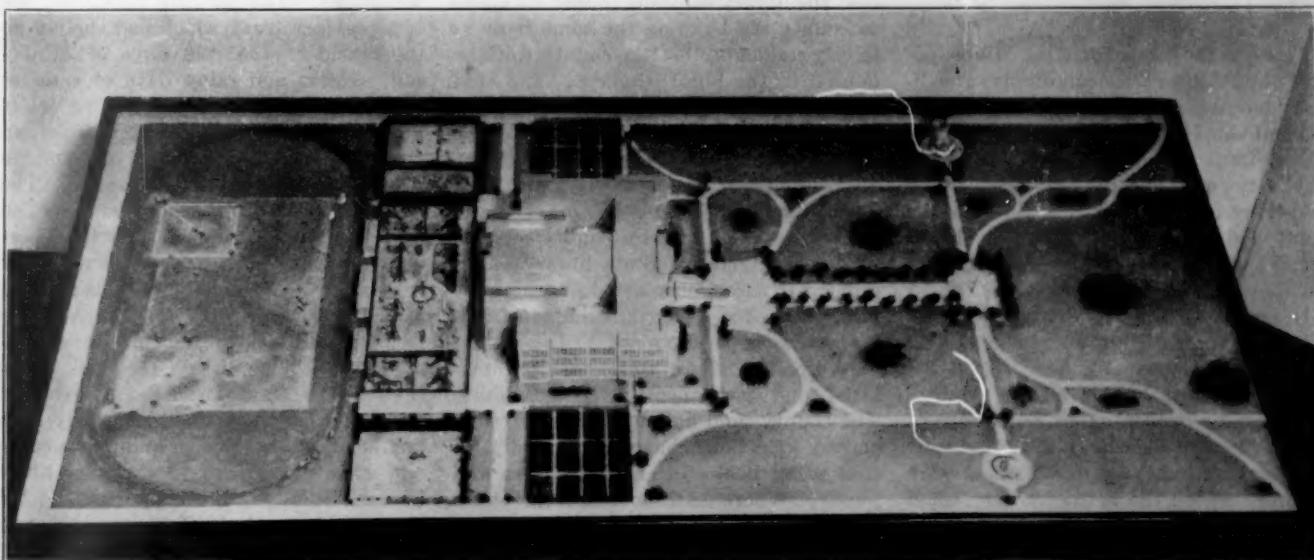
The objective for the Bureau of Education exhibit is to convey as complete a picture as possible of the educational developments in this country in the limited space available. The coordinating feature is a bulletin printed in Spanish and in English entitled "Education in the United States of America." It contains a statement of the function of the Bureau of Education, the National Government in education, and of the philosophy, organization, and characteristic features of education in this country.

The exhibit is composed largely of colored enlargements, handiwork of school children, publications of the Bureau of Education, and a model of a school building. The board of education, Gary, Ind., loaned to the bureau three unique colored enlargements of the Froebel School in that city. A large painting of a cross-section view of the building showing the internal design, equipment, and the arrangements for curricular and extracurricular activities is displayed, with a professionally made model of the same building and grounds. The making of the model required three months; it

shows in excellent detail the architecture, landscape, school gardens and animal houses, wading pool for young children, tennis and volley ball courts, recreational facilities for small children, and the athletic field. Miniature models of boys and girls portray the recreational and athletic activities, including the great American game of baseball.

Handiwork of elementary and junior and senior high-school pupils is displayed. Miniature models of the *Spirit of St. Louis* and of boats used for commercial purposes on the Great Lakes illustrate regular projects of the manual arts classes in junior high schools. Handiwork, representative of class projects in home economics classes in the respective grades was supplied by the public schools of Baltimore, Md., and of Washington, D. C. Products from other subject fields were displayed. Another section of the exhibit contains Bureau of Education publications.

Colored enlargements show modern curricular and extracurricular practices, school buildings, and equipment. Kindergarten activities, and the equipment of Cornell University are represented. Other school levels and the vocational aspects were illustrated by carefully selected material. One group of pictures exemplify some of the practices in health, safety, rural, and adult education. Aviation pictures of the campuses of the Massachusetts Institute of Technology and of the University of Washington were included. These enlargements compose a very attractive portion of the exhibit and tell their story in the universal language of pictures.—John O. Malott.



The Bureau of Education will exhibit at Seville a beautiful model of Froebel School, Gary, Ind.

Library Service to the Schools of Hennepin County, Minn.

Residents of County Were Long Permitted to Use Minneapolis Public Library, But Few Took Advantage of Opportunity. Limited Service to Rural Districts was Tried and Proved Successful. Appetite for Books Was Created and County Authorities Cheerfully Provided Funds for Full Library Service in County. Contract with City Library Is Renewed Annually. County Director a Trained Librarian with Infectious Enthusiasm

By GRATIA A. COUNTRYMAN

Librarian, Minneapolis (Minn.) Public Library

HENNEPIN County Library, Minnesota, in its service to the rural schools of the county differs in no essential respect from the work of any city library for the public schools. The purpose of each is to put good books into the hands of children and to make them enjoy reading, and incidentally to send books into the home for the larger circle.

The public library is an institution so pliable that it bends to every growing need of community life; so susceptible to the social needs, so eager to render all possible service, that it must by virtue of its own nature reach out beyond the city borders.

It is the one educational institution that reaches all classes and ages and degrees of intelligence with the chance to keep on learning throughout life. Through the free distribution of books, it gives a chance for that thing which is so dear to the American heart—equality of opportunity.

Not all of our people live in reach of a public library, and some way must be found to take the books to them. If books are important to the children in a city they are just as important, or more so, to country children. Families living in more or less of isolation should in justice participate in all of the opportunities to become intelligent citizens.

Library Used to Encourage Trade

This was the fixed idea of the Minneapolis Public Library. Accordingly, the library board began, in 1915, to allow every resident in Hennepin County to draw books from the Minneapolis Library. The city was encouraging trade with county residents; all roads through the county led into Minneapolis; why should not the educational roads lead in that direction?

Hennepin County contains 565 square miles; the most distant point is about 40 miles from Minneapolis, which is on the extreme eastern border of the county. Only near-by residents took advantage of the privilege of drawing books on a borrower's card, and very few of these were children. With the help of a very small sum from the county commissioners to

pay clerical help, a system of traveling libraries was begun to the country schools and to a few village libraries that had led a precarious existence. Reference work was done for the teachers, and packages of books went out to them by parcel post.

This service, in due time, cultivated an appetite for books in our county neighbors, a habit of expecting an exchange of titles at frequent intervals, and a dependence upon the new facilities supplied to them. After seven years of almost free service, the Minneapolis Library had to tell the county leaders that the expense was becoming too great for the library to carry, and suggested that they apply to the county commissioners to levy a county library tax as allowed by law and to make a contract with the Minneapolis Public Library.

Library Tax Levied for Seven Years

The county superintendent of schools was the prime mover, and the people all over the county sponsored the move. They could no longer do without books. Since the people desired it, the county commissioners levied a 1-mill tax in 1922 and have continued to do so annually for the past seven years. A contract which was made and is annually renewed with the Minneapolis Library Board provides that the library continue to loan its books to county residents on the same basis as to city residents, that the county work be housed in the library building, and that the librarian of the city library be the county librarian in charge of the county library fund. Since the county library was established, the work with the rural elementary schools has been organized in close cooperation with the county superintendent of schools. State library aid is granted to these schools and wherever the local board has taken advantage of this grant, the superintendent has used this very small fund for supplementary material and permanent reference books. The county fund has supplied a carefully chosen collection, changed frequently, of circulating books for both teachers and pupils. Where additional reference tools were needed, the county has supplied

those freely. The county superintendent and the county library director have been fully in accord in the type of books supplied and in the object to be gained of enlarging the horizon of the children.

School Libraries Now Neat and Orderly

In a recent visit to the various schools, I could but compare the looks of the present collections of neat, orderly, well used but well kept books with the dirty out-of-date and often ill-chosen books huddled in disorder on a back shelf or closet which we found in these same school buildings when we first began our county service. There was no comparison between the children's attitude toward this constantly renewed clean school library and the disgraceful remnants of books which used to serve as one.

Each one of the 82 elementary schools is visited monthly by the county director and the book truck, roads and weather permitting. These schools vary from 1-room ungraded schools, on out-of-the-way ungraded roads, to modern well-organized schools in new and well-equipped buildings. The county director is a trained librarian with much experience and an infectious enthusiasm. The book truck is provided with shelves opening on the inside, and carries about 500 books. The pictures submitted are of a previous truck which had shelves on the outside. The cold days of Minnesota winters and rainy days of summer made it difficult for patrons to select books. But in the new truck patrons can go inside and keep warm and dry, and we recommend this type of truck. The director travels on a scheduled route, so that the teachers know when to expect her. Often the director receives messages from the teachers telling of special titles or subjects which they will want on the next trip, and if possible all of these special requests are included on the book truck shelves. When the truck draws up at the front door of the school, especially if it be a small school, teacher and pupils come out with enthusiasm to exchange their books. This is the opportunity for guidance by a trained library director.

She has already chosen the books carefully with reference to the schools to be visited that day; then as each school begins to choose its month's supply from the book-truck shelves, she judiciously recommends this or that for the particular needs of that group of children. So well has she learned the characteristics of each school and the type of the teacher that she knows just what will please them. All of the children call her by name and look forward to her cheery visits. Usually she carries away with her a list of titles which the school will need before the next trip, and these are sent by parcel post from the county collection upon her return.

Books Have Widened Children's Horizons

The only criticisms which the superintendent of schools has offered are that the visits to each of these 82 schools can not be made oftener than once a month, and that the director can not stay at each long enough to give a talk on book appreciation. The superintendent often speaks of the enrichment of the curriculum and the many opportunities which have been given to the teachers through this traveling collection of county books carried to

the door of the schoolhouse. History, geography, and English are made vivid by historical stories, biographies, stories of other lands, and good editions of classics. Children with mechanical minds have how-to-make books, and the fine recreational books widen their horizons and stimulate their curiosity. Home reading has been developed and encouraged by county library so that older members of the family get the benefit of the school collection.

County Teachers Visit Library Frequently

Every Saturday, many teachers are in the county room going over the shelves for special material. As the city library is open to the county residents, the teachers are at liberty to borrow much material which the county library can not furnish. There are music and lantern slides for a school entertainment; there are books on costumes if the school is going to put on a little play; there are dozens of pictures on nature work—birds, trees, flowers; there are photographs of famous places and buildings. All of this wealth of material may be borrowed by the rural teacher as well as by the city teacher,

because there is a county library administration in conjunction with a city library. Perhaps no service to the schools is so important as is the interest and inspiration given to the teaching staff through the library.

Librarians Employed for Large Schools

As a rule the teacher or principal is in charge of the collection of books which is loaned to her school, but in the larger elementary schools having several rooms the county library has employed a librarian who is on duty certain hours a day. These librarians are most zealous, often visiting the county headquarters several times a week to get material for the teachers, especially if there is a rush call. Just as in the city the librarian does not always know in advance what subjects the teachers will assign, and every child will come for the same thing at the same time. A librarian who will make extra trips into town for hurry-up calls is a boon to any country school.

To guide the summer reading, the lists of books for the "vacation honor reading" which are used for the Minneapolis schools are distributed through the rural



The book truck makes monthly visits to every school in the county

schools. Although the schools are closed, many of the children are reached by the book truck if their homes are on the scheduled route, and they often borrow books of their neighbors when they live on the side roads. Of course many of the children work on the farms during the summer and have little time for reading, but it is surprising how many read a goodly number of the books on the honor lists and are ready to report in the fall. A certificate is given by the Minneapolis Public Library to each child who completes a specified number on the list, and can intelligently report on the books read. A growing number of country children win these certificates each year.

The director of the county library gives a talk each year to the teachers at a meeting held in the county superintendent's office and appears occasionally on the programs of the parent-teacher meetings in the county.

Besides this direct contact and service to the elementary district schools, there are the schools in the villages. Branch libraries are maintained in all of these, with comfortable reading rooms, a permanent collection of books, and a librarian. These branches give the usual library service. The county tax supports these village libraries and provides the books necessary for school work. The general county book collection and the Minneapolis Library can always be called upon to supplement the county branch collection.

Library Branches in Consolidated High Schools

Then there are the large consolidated high schools. In each of these the county library has established a branch with a combined school and community service. The local school board furnishes the room for a library and enters into a contract with the county library jointly to pay the salary of a librarian and to turn their State-aid library fund to the county library. The county uses this school library fund for books requested by the teachers for school use and adds many other titles, both for school and community use. Loans are also made from the general county collection. Our very best and most adequate branch libraries have been built up in these consolidated high schools. In two of them the school librarian has taken charge of the grade schools in her district as a subgroup. In these high-school branches regular library instruction in the use of library tools and card catalogues has been given to the students. Boys' and girls' clubs have been formed in almost all of our rural high schools, and these farm interests are aided by up-to-date agricultural books.

It is amazing to us who are librarians and who value books so sincerely to find that in many homes of well-to-do people

in the country there are no books, no magazines, and sometimes no newspapers. The county books in the school library which are taken home week after week have developed and encouraged home reading in the family circle. It is hard to say which is more valuable to the child, the use of books in connection with school work or in home use, which stimulates the idea of having reading matter on the home table.

The story of our work for rural schools is a repetition of our work for city schools carried on with as little red tape as possible. The children do not have borrowers' cards, and the teachers keep very simple records. There are yet many things to be improved. The county tax is not sufficient to buy enough books nor to hire enough trained librarians. At headquarters there are not enough people to give as efficient help to the teachers as the cause deserves, but, all in all, the children are getting more books and the teachers better personal assistance through the county system than they ever had before.



Boston Latin School Boys Win Scholarship Trophy

Harvard scholarship trophy offered each year by the Phi Beta Kappa Chapter of the university has been won for the fourth successive year by the Boston Latin School. Competition is open to all schools in the United States which prepare as many as seven boys for college. The offer provides that competing schools shall present as a team the best seven of their graduates, and in order to receive a place on the team each candidate must take the examination of the college entrance examination board, although it is not a requirement that any of the competitors shall enter Harvard College. Rivalry for the honor is keen, and difference in records made by leading schools is often very slight. In the last contest the weighted average of the Boston Latin School was 90.09 per cent; the school next highest was again Phillips Exeter Academy, with 87.84 per cent, followed closely by Hotchkiss and Phillips Andover. All the young men composing the winning team entered the university.



County school trustees of Idaho have formed a state-wide organization for the protection of educational endowments of the State. The announced purpose is to promote the investigation of all endowment resources of the State and the future protection of the same for the benefit of present and future citizenship of Idaho.

Circulating School Library Books in Illinois

Following the recommendations of Homer Hall, county superintendent of schools in Boone County, Ill., 60 of the 64 school districts of the county have agreed to contribute \$5 annually to purchase library books to be circulated from various distributing centers in the county among the rural schools. One other school district, feeling that it is located too far from any of the centers from which books are circulated, purchased this year the entire set of 32 books recommended by the Illinois Pupils' Reading Circle in lieu of contributing to the circulating library fund.

According to a report on Boone County school libraries, issued January 1, 1929, a total of 2,531 library books are circulated from 6 centers in various sections of the county. The books purchased during the past year include, for the most part, sets of books recommended by the Illinois Pupils' Reading Circle and supplementary readers. Usually the teachers visit the centers and select the books they wish, returning them to the centers when they are through with them. In a few instances books are transported by parcel post.

The circulation of library books among rural schools in Boone County has been carried on for a number of years. Prior to last year the books were purchased with funds received from eighth-grade commencements. The number of books in the circulating libraries of the county was 2,140 before the plan of financing them by \$5 contributions from each school district began. Superintendent Hall feels that, with the books already on hand and with the assurance of \$300 a year to purchase others, fairly good collections of library books should be available to the schools of Boone County within a few years.

According to an article in a recent number of *The Illinois Teacher*, three other counties in Illinois—Bureau, La Salle, and Winnebago—are circulating library books among rural schools in a manner similar to that of Boone County. The money for the books in these three counties is obtained from the proceeds of entertainments given by the teachers and from village eighth-grade commencements. The books in Winnebago County have been distributed to the schools by a transfer company since 1927. At the beginning of the school year a box of books is deposited in each elementary school in the county; these boxes are exchanged every three months and at the close of the schools they are deposited in the office of the county superintendent of schools. This trucking service costs approximately \$250 a year. It is paid for from the library book fund and from the county superintendent's contingent fund.—*Edith A. Lathrop*.

Is a Uniform Plan of College Admission Either Feasible or Desirable?

General Mental Ability and Character Traits Determine Success in College More Than Combination of Subjects Studied in Preparatory Schools. Nevertheless the Typical American College Prescribes 9 of 15 Units for Admission and Many Colleges Prescribe All of Them. Plan to Procure Selected Group Without Specific Pattern of Subjects

By WILLIAM MARTIN PROCTOR

Professor of Education, Leland Stanford Junior University

and EDWIN J. BROWN

Professor of Education, State Teachers College, Emporia, Kans.

IN A RECENT STUDY of the problem of the relation of college admission requirements to efforts to revise high-school curricula the authors received reports from 331 colleges and universities, and 977 high schools. The present specific requirements of the colleges were reported, as well as their reactions to proposals that they accept more than three units of practical or vocational work as part of the 15 admission units. Both college and high-school officials were asked to react to a proposed plan of admissions designed to secure to the college a selected group of students, without the insistence upon a specific pattern of subjects to be taken in the secondary schools.

The plan was not submitted with the idea that it was an acceptable plan for all colleges, but with the idea of getting reactions to the various items with a view to discovering those most acceptable to both secondary people and college authorities.

The reactions of both types of schoolmen to the proposed plan will be better appreciated if a brief summary is given of the findings regarding existing admission requirements in the five subject fields of English, foreign language, mathematics, social science, and laboratory science. This summary is given below.

Existing Requirements for College Admission

1. *English*.—Required by 100 per cent of the colleges reporting. Two units specified by 2 per cent of the colleges; 3 units by 75 per cent; 4 units by 18 per cent; and 4 units required but only 3 units out of the 15 credited to English by 2 per cent.

2. *Foreign language*.—Required by 75 per cent of the colleges reporting. Latin or Greek, or both, are required by 9 per cent; Latin or modern language by 49 per cent; and modern language only by 17 per cent.

Forty, or 74 per cent of the women's colleges, require Latin as one of the foreign languages to be offered. Some of them require from five to seven units of foreign language as a prerequisite for admission.

3. *Mathematics*.—Required by 96 per cent of the colleges reporting. Requiring 1 unit only, 2 per cent; 2 or 2½ units, 69 per cent; 3 units, 26 per cent; more than 3 units, 3 per cent.

Publication of this article is sponsored by the National Committee on Research in Secondary Education, J. B. Edmonson, chairman; C. A. Jessen, secretary.

Fear State universities, and 4 mechanical and technical colleges require no mathematics for admission, but only 1 out of 54 women's colleges has no mathematics requirement. Three or more units of mathematics are required by 52 per cent of the women's colleges.

4. *Social science*.—Required by 77 per cent of the colleges reporting. One unit is required by 52 per cent; 1½ units by 3 per cent; 2 units by 19 per cent; 3 or more units by 3 per cent.

5. *Laboratory science*.—Required by 54 per cent of the colleges reporting. One unit is required by 46 per cent; 2 units by 7 per cent; 3 units by 1 per cent.

Only 25 per cent of the women's colleges require science for admission, while 64 per cent of the mechanical and technical colleges require it.

6. *Typical admission prescriptions*.—Following are requirements in the academic subjects, which may be said to be characteristic of from 50 to 75 per cent of American colleges: (a) English, 3 units; (b) foreign language, 2 units; (c) mathematics, 2 units; (d) laboratory science, 1 unit; (e) social science, 1 unit; making a total of 9 prescribed and 6 elective units. This might be termed the median college admissions requirement.

When grouped as to total number of units prescribed, 14 per cent of the colleges prescribe from 1 to 6 units; 40 per cent prescribe from 7 to 9 units; 30 per cent prescribe from 10 to 12 units; while 14 per cent prescribe 13 to 15 units for admission.

Vocational Studies Not Favored for College Preparation

7. *Status of practical and vocational subjects*.—When asked whether they were willing to accept practical and vocational subjects for admission to the extent of 4 or more units out of the 15, 34 per cent of those reported stated that they were willing to do so; but 66 per cent stated that they could not accept more than 3 such units among the 15, some of them not being willing to accept any at all.

In willingness to accept practical and vocational subjects the New England States were most conservative, and the Western States most liberal. As to types of colleges the State universities and agricultural and mechanical colleges were the most liberal and the women's colleges least liberal.

From the foregoing summary it appears that the heaviest prescriptions are still in the two fields of foreign language and mathematics. In some extreme instances, found among the colleges for women, as many as 10 units are prescribed in these two fields. In a great majority of the colleges the prescriptions in these two fields outweigh the prescriptions in social science and laboratory science two to one. These facts illustrate how slowly college admission requirements and college courses, for that matter, change to meet the changing requirements of present-

day life. The colleges which make these prescriptions are supposed to be liberal arts colleges, but most of them teach no arts courses, and many of them are far from liberal, especially as regards their requirements for admission.

Proposed Plan of Admission to College

The plan of admission to college which was presented to high-school principals and college officials was made up of six items or major provisions. They were:

1. Candidates must have passed 15 units of secondary work in a satisfactory manner, provided that those who have completed 12 units in a senior high school, i. e., tenth, eleventh, and twelfth grades, based on a junior high-school course where full work was carried in the ninth grade, may be granted 3 additional units to make up the necessary 15.

2. Candidates must accomplish their high-school work with an average scholarship which places them in the top half of their high-school graduating class. It is assumed that the marking system in an accredited high school shall involve a plan of assigning "passing" marks to at least an approximation of a normal curve, and that the number in the graduating class is large enough to be amendable to such a distribution.

3. Candidates to be rated by at least three of their high-school teachers on such personality traits as industry, reliability, judgment, cooperativeness, initiative, leadership, physical vitality, etc., and should be found in the top half of their graduating class in such traits.

4. Candidates shall stand in the top half of their graduating class in the distribution of scores made on one or more standardized intelligence or aptitude tests.

5. Candidates should complete at least 10 of the 15 secondary units in the fields of English, social science, natural science, mathematics, or foreign language with at least 2 sequences of 3 units each selected within these 5 fields. The remaining 5 units may be chosen from any subjects for which credit is given toward graduation by the high school recommending the candidate.

6. Candidates must submit to the colleges to which they seek admission evidence of seriousness of purpose, capacity for self-direction and sustained effort, and their reason for wanting to secure a college education. This information to be transmitted by means of a personal letter, a formal application blank, recommendations of those who know them best, or by interview with representatives of the college concerned, or by all these methods combined.

It will be observed that if the conditions of items 2, 3, and 4, were literally carried out it would mean that probably not more than 25 per cent of any graduating class would be recommended for college. As a matter of fact the average

percentage of high-school graduating classes now admitted to colleges in this country is around 35 per cent. As previously stated, however, the purpose in submitting the items of the plan in their present form was not to evolve a universal and highly restrictive plan of admission, but to bring out the general concensus of college and secondary school opinion.

Data Concerning Pupils Gathered by Principals

Whether recommendations shall be made from the top third, the top half, or the top two-thirds is not very important, when all types of colleges and all types of student interest and ability are taken into the account. The important point in connection with the items included in the proposed plan is that it would mean the testing by the high school of its own students and the gathering of important data regarding their fitness for the type of college work which they may wish to undertake, the data to be available in the principal's office for use by him in recommending students to the colleges of their choice.

Another important consideration which influenced the selection of the items was that of getting away from the prescription of specific patterns of subjects in determining fitness for college work. If anything has come out of the discussions and investigations of recent years along this line it is that general mental ability, ranking in high-school scholarship, and character traits, as revealed in their social contacts and life purpose, are much more influential in determining college success, than the combination of subjects taken while in the secondary school. While we know these things and admit their validity we go serenely on our way making specific subject requirements, simply because it has always been done that way.

Majority of Principals Favor Every Item

The reactions of the college officials and high-school principals to the six items of the proposed plan are significant, as they bring out the fact that every item was favored by more than a majority of high-school principals and three of them by a majority of the college officials. The reactions of the two groups are set forth in the table. The summary of the table shows that items 1, 5, and 6, received the highest vote, both from high-school principals and college officials. Item 1 relates to admitting on 12 units from the senior high school, grades 10, 11, and 12, and granting 3 units for work done in a junior high school having a ninth grade, to make up the quota of 15 Carnegie units. Item 5 specifies that 10 of the units shall be in the 5 fields of English, foreign language, mathematics, social science and laboratory science, and

that the other 5 may be chosen from any subjects accepted for graduation by the high school. No specific combination is prescribed, however. Item 6 requires the candidate to submit evidence of seriousness of purpose, capacity for self-direction, etc.

tions and small liberal arts colleges. The groups most favorable were those representing the selective standard colleges and the large privately endowed universities.

A rather surprising outcome of the survey is found in the reactions both of the high-school and college officials to the op-

Reactions of college officials and high-school principals to a particular plan for college admission

Total number replying: High-school principals, 977; college officials, 331; both, 1,308

	High-school principals		College officials		Both	
	Number	Per cent	Number	Per cent	Number	Per cent
1. Approve all 6 items.....	416	42.0	66	20.0	482	37.0
2. Approve all 6 but suggest other items.....	55	6.0	19	6.0	74	6.0
3. Approve 1 or more but not all of items.....	363	37.0	171	52.0	534	41.0
4. Frequency of mention, where 1 or more but not all approved:						
Item 1.....	270	28.0	141	42.0	411	32.0
Item 2.....	188	19.0	77	23.0	265	20.0
Item 3.....	165	17.0	77	23.0	240	18.0
Item 4.....	107	11.0	40	12.0	147	11.0
Item 5.....	245	25.0	102	31.0	347	27.0
Item 6.....	271	28.0	113	34.0	384	29.0
5. Would substitute for proposed plan the college entrance examination board examinations, as follows:						
(a) Old plan: Examinations in 15 units.....	3	.3	8	2.4	11	.8
(b) Comprehensive examinations.....	4	.4	17	5.0	21	.6
(c) Latest plan: Comprehensive, plus intelligence test.....	18	1.8	17	5.0	35	3.0
6. Would substitute New England entrance certificate plan.....	2	.2	5	1.5	7	.6
7. Would substitute the North Central Association plan.....	30	3.0	18	5.0	48	3.7
8. Would admit all who stand in following percentiles of their graduating classes:						
(a) Top, 10 to 35 per cent.....	4	.4	0	.0	4	.3
(b) Top, 36 to 50 per cent.....	9	.9	1	.3	10	.8
(c) Top, 51 to 65 per cent.....	3	.3	2	.6	5	.4
(d) Top, 66 to 75 per cent.....	2	.2	2	.6	4	.3
9. Would admit on the principal's recommendation alone.....	67	7.0	19	6.0	86	7.0

TOTAL VOTE BY ITEMS (SUMS OF 1, 2, AND APPROPRIATE NUMBER IN 4, ABOVE)

Item 1.....	741	76.0	226	69.0	967	75.0
Item 2.....	659	67.0	162	49.0	821	63.0
Item 3.....	634	65.0	162	49.0	796	61.0
Item 4.....	578	59.0	125	38.0	703	54.0
Item 5.....	716	73.0	187	57.0	903	70.0
Item 6.....	742	76.0	198	60.0	940	72.0

Items 2, 3, and 4, both in the total vote and the separate votes, received less favorable consideration, although all of them in the combined vote received more than 50 per cent of the votes cast. Item 2 relates to ranking graduating class in order of scholarship and selecting from top half. Item 3 suggests ranking by character traits as rated by at least three teachers and recommending from top half. Item 4 should require ranking on intelligence or aptitude test and recommending from top half.

In each case the percentage of high-school principals favoring the items is higher than for college officials. Intelligence tests, as a basis for admission, received the smallest vote from both groups, with the college officials registering the least faith in such measurements. This may be due to the fact that high-school principals are more familiar with tests and their value in educational and vocational guidance. The group of college officials least favorable to intelligence tests were the representatives of the State institu-

tion of substituting the College Entrance Examination Board examinations, in their various forms, for the proposed plan. Only 25 high-school principals—or 2.5 per cent of those voting—favored any of the examination procedures in admissions. Forty-two out of the 331 college officials reporting—or 12.4 per cent—voted to substitute the College Entrance Examination Board examinations for the proposed plan, although more than one-third of the colleges reporting now use the examinations either as their predominant method of admission, or in combination with other plans, such as a certificate from a recommended or accredited secondary school. There seemed to be rather universal recognition of the fact that the examination method tends to make secondary schools mere coaching schools, and to perpetuate the domination of the colleges over high-school curricula and methods of teaching.

Two other alternatives to the proposed plan received scant consideration, i. e., No. 8, in the table, relating to admission

from a given percentile of the graduating class without reference to pattern of subjects taken, and No. 9, admission on principal's recommendation only. No. 8 received only 1.8 per cent of the high-school principals' support, and 1.5 per cent of the college officials' support. No. 9 received support from 7 per cent of the high-school principals and 6 per cent of the college officials. Thus, while not favoring examinations as a method of admission, both groups are equally unwilling to put all the responsibility upon the high-school principal.

More Liberality in Prescription of Units

Reasonable conclusions from the survey would seem to be:

1. That while there has been considerable progress in the matter of excessive prescription of units earned in the five academic fields, there is room for much more liberality in that direction if secondary schools are to be free to serve all their students.

2. That the fields where there is greatest need of restatement of admission requirements are those of mathematics and foreign language. First, because these fields touch the life of citizens of this country least; and second, because there is no evidence to support the theory of mental discipline on which they have heretofore held their prestige as college preparatory material.

3. The reactions of the high-school principals and college officials to a proposed plan of admission indicate that more than two-thirds of them favor admission on 12 units, i. e., release of the junior high school from high-school and college domination; limiting academic prescriptions to 10 units, but without specification of definite patterns, i. e., allowing at least one-third of high-school courses to be taken in any subjects accepted for graduation; and the submission of evidence on the candidate's part of seriousness of purpose, capacity for self-direction, etc.

4. That the items relating to ranking by scholarship, mental tests, and character-trait rating, were least favorably considered, but still received more than 50 per cent of the vote by high-school principals, with less than 50 per cent of college officials voting favorably in each case. Since all of these items are relatively new the large favorable vote indicates that much progress has been made along these lines in recent years.

5. That neither the entrance examination nor the handing over to high-school principals of entire responsibility in recommendations was favored by those voting. The principals seem to recognize the right of the college to make selection, and the college officials seem inclined to favor a method of selection which will not interfere with the real functions of the secondary school.

6. That in view of the variety of higher institutions, and also in view of the variety of interests, ambitions, and abilities of prospective students, no single, rigid, and universal method of admission should be undertaken. Rather that colleges should cooperate with secondary school officials to work out plans for admission which recognize both the necessity for careful selection on the part of the college and the necessity which confronts the high school of meeting the needs of all its students, i. e., its right to freedom in making and administering its own program of studies in the light of all of its functions. The favorable consideration of items in the proposed plan, looking to a better means of selection by both college and high-school officials, is an indication that much progress toward understanding and agreement has already been made.



School bus drivers are now having their meetings. Eighty of them met recently in La Porte, Ind., and discussed accident prevention and traffic regulations.

National Congress of Parents and Teachers in Annual Convention

LEADERS in the parent-teacher movement, parents, teachers, and friends of the movement generally will gather in thirty-third annual convention, May 4 to 11, 1929, in Washington, D. C., to represent about a million and a half members of the National Congress of Parents and Teachers.

"Education for worthy home membership" is the general theme around which the program of the convention centers. The educational significance of the movement will be developed through conferences of delegates, of State presidents, of bureau managers, and of committee chairmen. Business meetings of this growing organization will be an important part of the proceedings.

The preliminary program announces that among the speakers on the program are included: The United States Commissioner of Education, Dr. William John Cooper; Dr. Jesse H. Newlon, of Columbia University; Dr. Ernest R. Groves, who will discuss the problems of modern youth; Mrs. Lillian Gilbreth, whose subject will be Engineering the Home.

Classes in parliamentary procedure, parent-teacher courses, and rural life are to be conducted under expert leadership. Round-table conferences on public welfare, education, home service, publications, preschool, high school, and college associations, city councils, parent education, and the summer round-up have been arranged for inspiration and for the development of a better technic of the organizations.—*Ellen C. Lombard*.

The District of Columbia Congress of Parents and Teachers is making active preparations for the convention. As hostess State, the District of Columbia Congress has appointed a sponsor for each State, whose duty shall be to make the visitors from the several States welcome by means of personal greetings and other friendly attentions. Already these State sponsors have written to the State presidents introducing themselves and offering their services.

Many committees have been formed and are at work. The District of Columbia Congress is made up of 80 local parent-teacher associations, each one of which is ready and eager to do its part to make this a thoroughly enjoyable and inspirational convention.

The opening meeting is to be a vesper service at Arlington, Sunday, May 5, at

3 o'clock. Right Rev. James E. Freeman, Episcopal Bishop of Washington, will be the speaker, and at the conclusion of the service a wreath will be placed on the Tomb of the Unknown Soldier.

At convention headquarters, the Washington Hotel, an exhibit of the work of the several States and also of cooperating agencies will be in place, and the public schools of Washington are planning to display their work in a near-by hotel.

On Wednesday the program includes a trip to Mount Vernon, where an oak tree will be planted in honor of General Washington. Other opportunities for sight-seeing will be afforded, and Washington will be at its loveliest to greet the parents and educators who have come from far and near to promote the welfare of the Nation's children.—*Mrs. James W. Byler, assistant convention chairman, District of Columbia Congress of Parents and Teachers.*



High Schools Best for College Preparation

That students coming to Harvard University from public schools are better prepared for college than students from private or "tutoring" schools is indicated by a study recently made at the university of the records of freshmen students in the classes of 1929 and 1930. It was found that of 436 men in the class of 1929 who entered as freshmen from public schools, 102 obtained ranks which gave them places on the dean's list, and 60 had unsatisfactory records. Of 411 freshmen in the same class who came from private schools, 53 were put on the dean's list, and 92 had unsatisfactory records. In the class of 1930 the number of freshmen students who entered from public schools was eight more than the number of freshmen who entered from private schools, but the number of those coming from public schools who, at the end of their freshman year were placed in the first 3 groups of the rank list, was greater by 54 than the number of those who came from private schools. It was further found that public-school men in this group contributed 58 fewer students to the number of those who had unsatisfactory records, and 19 fewer to those whose connection with the college was severed. Of the 48 men who in 1927 entered the freshman class from tutoring schools, 2 were placed on the dean's list, 20 made unsatisfactory records, and 12 had their connection with the college severed.

SCHOOL LIFE

ISSUED MONTHLY, EXCEPT JULY AND AUGUST
BY THE DEPARTMENT OF THE
INTERIOR, BUREAU OF EDUCATION

Editor - - - - - JAMES C. BOYKIN

Terms: Subscription, 50 cents per year, in advance; to foreign countries in which the mailing frank of the United States is not recognized, 75 cents. *Club rate:* Fifty copies or more will be sent in bulk to one address within the United States at the rate of 35 cents a year each. *Remittance should be made to the SUPERINTENDENT OF DOCUMENTS, Government Printing Office, Washington, D. C.*

APRIL, 1929

The National Survey of Secondary Education

THE Congress has authorized the Bureau of Education to make a study of the organization, administration, financing, and work of secondary schools and their articulation with elementary and higher education, at a total cost of \$225,000, of which \$50,000 will be available during the fiscal year 1930. Specialists and experts may be employed for temporary service in the investigation.

This provision was in the Interior Department appropriation bill which was signed by President Coolidge in his last hours in the presidential office. Plans for the study are already under consideration, although it will not be actively undertaken until the beginning of the next fiscal year, July 1.

It is the direct and prompt response to an address made by Dr. Charles H. Judd before the North Central Association of Colleges and Secondary Schools at its meeting in Chicago, March 16, 1928. The other four regional accrediting associations joined the North Central in urging a national survey of secondary education, and the National Council of Education, the National Education Association, the Department of Secondary School Principals, and the National Council of State Superintendents and Commissioners of Education cooperated actively in forwarding the movement.

Plans and "justification" were formulated in the Bureau of Education and were submitted in due course to the Bureau of the Budget and to the proper committees of the Congress. The result was the passage of the act including the authorization and the appropriation exactly in the form recommended.

This survey of secondary education will be parallel to the survey of land-grant colleges under the direction of the Commissioner of Education, which is now in progress. The latter survey suggested the former.

Educational surveys have been a characteristic function of the Bureau of Education from its beginning. The first duty of Henry Barnard, the first commissioner,

was to make a survey of education in the District of Columbia, and the first document issued by the bureau was a report of that survey. Dr. William T. Harris, who became commissioner in 1889, was also required to make a survey of the public schools of the District. And in his survey of the school system of Baltimore, Dr. E. E. Brown, commissioner from 1906 to 1911, initiated a series of important local and State surveys that have since occupied much of the attention of the bureau.

The two surveys recently ordered by the Congress are of a new and different type, inasmuch as they relate to classes of institutions throughout the Nation and not to schools of circumscribed localities. Surveys of negro education in 1915 and 1927 are more nearly of the new type, but they were not conducted under specific congressional sanction and were financed largely by private funds.

Surveys of the new type seem to be the beginning of a new era in the history of the Bureau of Education. Through them the bureau enters a broad field in which its influence upon American education should be more direct and effective than ever before. Other subjects require the sort of study that is being given to land-grant colleges, and will soon be given to secondary schools. Should those surveys prove as valuable as their promoters expect, similar studies in other fields will in all probability be demanded. Rural education, educational finance, elementary education, and teacher preparation are among them.

Education is said to be the ruling passion of the American people. No sacrifice is too great, and no expenditure is too heavy when the proper training of America's children is involved. Visible evidence of this appears on every hand, but most conspicuously in our towns and villages; and travelers often remark upon it. In other lands the outstanding structures are monumental churches and royal palaces; Americans build monumental colleges and palatial high schools.

We are committed as a nation to the ideal of a high-school education for everybody. More than three-fourths of the children who complete the highest elementary grade enter the high school. In some States more than half the persons of high-school age are in high schools and in a few favored communities every child of proper age is in such a school. Three States require school attendance to the age of 18 or until high-school graduation. Others require attendance to 18 but waive the requirement for those above 14 who have obtained suitable employment.

In Europe, on the contrary, "higher education," which includes what we call "secondary education," is for the favored few; only about 5 per cent of the population proceed further than the elementary

school. New York City has more secondary students than all of France, Los Angeles more than all of Austria, and Detroit more than London, though its population is only one-tenth as great.

The tremendous growth of our high-school enrollment has come within the past 30 years. We were not prepared for it in any particular. Neither physical equipment nor fully prepared teachers nor proved methods of organization nor matured curricula could be provided rapidly enough to meet the new and unprecedented demands.

"Chaotic" is a word of sinister import; but it is the adjective which most nearly describes American secondary education in many of its aspects. Even the meaning of "secondary education" is not fixed. It is differently defined in different States and at different periods. Men now living studied in college what their grandchildren study in high school. Decisions directly opposite to each other have come from State education offices. Administrators of schools and colleges writing upon the subject indiscriminately assign 4, 6, or 8 years to the secondary period, depending upon the purposes they wish to attain at the time of writing.

Coordination between the several classes of schools has not, in general, been achieved. Many colleges, perhaps most of them, are giving instruction in certain subjects to some students which is substantially similar to what other students in the same classes had in the high schools. Much of the work done in the high school is repeated in the college. These things and more are well known, but the remedy has not been found.

At the junction of the elementary school and the high school the difficulties of articulation are of a different type—the same officers usually administer both classes of schools—but they are none the less serious. In the elementary schools of the traditional 8-year type, which still constitute the great majority of American schools, children are kept upon the tool subjects at least two years after they are fully able to begin the characteristic work of the high school. Their time in these two years is in large part taken up with repetition of things they studied before. It is not uncommon to present the same topics in history and geography, for example, three times during the elementary course. As many years are given now to elementary work as our fathers gave 50 years ago, notwithstanding better equipment, better methods of teaching, and longer school terms.

Anomalies of organization are many. High-school districts are so constituted in some States as to prevent or retard the establishment of reorganized high schools. The pedagogical advantages of junior high schools are often overlooked, and

they are maintained merely for convenience in administration. In other localities they amount in practice to no more than administrative conveniences, notwithstanding a declared purpose to give them a distinctive character. And local surveys have in some instances shown that the junior high schools were actually detrimental to their pupils because "exploitation" was so conducted as to fritter away valuable time.

Hundreds of high schools are too small for effective teaching and if they are reasonably efficient they are inordinately expensive per pupil because we have not yet learned to strike the right balance between accessibility and efficiency. Other schools appear to be too big and too unwieldy as they are now conducted. Large units are in general efficient and economical, but we have still to learn how far we may safely go before we reach the limit in the application of this principle. And many communities are without high schools of any description; they are the ones which should have first attention.

This is not a catalogue of the problems of American secondary education; but it indicates some of the troubles that have come upon us with extraordinary expansion. The kind of survey that is needed will not only describe the difficulties that we know to exist, but it will find a way out of them.

It is too much to hope that one investigation will succeed in overcoming all our ills, no matter what the auspices may be and no matter what resources in men and money are supplied for it. Wisdom comes with experience, and time is an essential element in experience. More studies and still more of them must be made before American secondary education will rest on a firm and unassailable basis.

It is reasonable to expect, however, that the survey of secondary education with which the Congress has seen fit to charge the Bureau of Education will result, first, in a clearer understanding of the conditions that attend secondary education in the United States; second, in well-defined standards by which the worth of its several activities may be judged; and, third, in a more general acceptance of the methods and the views of educational organizations and institutions which have proved efficient. It is not to be doubted that we have such organizations and institutions in goodly number.



More than \$16,000,000 is expended annually by the 136 schools, colleges, and universities administered or sponsored by the division of educational institutions of the Methodist Episcopal Church. The institutions have a total enrollment of 95,000 students, and possess buildings, grounds, and equipment valued at \$82,587,000.

National Committee on Research in Secondary Education

By CARL A. JESSEN
Secretary

THE national survey of secondary education for which an appropriation has been made by Congress is expected to occupy during the next three years much of the energy of organizations operating in the secondary school field.

Will Cooperate in National Survey

At its annual meeting in Cleveland on February 27 the National Committee on Research in Secondary Education, in order to leave the time of the organization and of individual members as free as possible for cooperating in the national survey, determined not to initiate new studies at this time. Studies which are in progress will be continued.

As a first move in the program of cooperation with the Bureau of Education in the national survey E. J. Ashbaugh, chairman of a special committee appointed for the purpose, submitted a list of problems in secondary education suitable for investigation in a nation-wide study. Arrangements were made to give wide circulation to this outline in order that reactions and suggestions might be secured and be made available to the survey staff.

The committee at this meeting made provision for abandoning its project for a cooperative 1930 study of member schools by the five regional associations representing New England, Middle Atlantic, Southern, North Central, and Northwest sections. The movement for such a co-operative study was launched at Boston a year ago. Two of the associations had already voted to cooperate in the study and it was anticipated that two of the others would readily arrange to join; the opinions of members of the committee, however, favored withdrawal of the project for such a coordinated study in order that regional associations might more actively throw their energies and resources into the proposed national survey.

Speakers of Distinction Were Heard

Dr. William John Cooper, United States Commissioner of Education; W. H. Brastow, of the State Department of Public Instruction of Pennsylvania; W. C. Reavis, of the University of Chicago; and Joseph Roemer, of the University of Florida, addressed the meeting.

The officers of the committee were re-elected for the ensuing year. The following were elected members-at-large:

Jno. J. Tigert, President, University of Florida, Gainesville, Fla.
J. R. Ruff, professor of secondary education, University of Missouri, Columbia, Mo.

H. M. Ivy, superintendent of schools, Meridian, Miss.

V. T. Thayer, Ethical Culture School, New York, N. Y.

Walter D. Cocking, George Peabody College for Teachers, Nashville, Tenn.

Through these additions the committee membership was increased to 43.

The report of the secretary showed that five longer studies of the committee had been published during the past year. In addition, 12 articles for which the committee acted as sponsor appeared in *SCHOOL LIFE*. These articles in *SCHOOL LIFE* each month reach more than 11,000 readers interested in education and are accorded high place among the carefully selected articles which appear in this magazine.

Following is a list of these publications:

Baer, Joseph A. Men Teachers in the Public Schools of the United States. To be printed by Ohio State University on or about May 1, 1929. This study was made under the direction of E. J. Ashbaugh.

Ferris, Emery N., and others. The Rural Junior High School. Published as Bureau of Education Bulletin, 1928, No. 28.

Proctor, William A., and Brown, Edwin J. The most essential findings of this study are incorporated into the chapter on methods of admission and matriculation requirements in 331 colleges and universities included in the seventh (1928) yearbook of the Department of Superintendence.

Reavis, W. C., and Butsch, R. L. C. Abstracts of Unpublished Masters' Theses in the Field of Secondary-school Administration. Published as Bulletin 24 of the Department of Secondary-school Principals, January 1929.

Roemer, Joseph. Secondary Schools of the Southern Association. Published as Bureau of Education Bulletin, 1928, No. 16.

Committee Sponsors School Life Articles

The following articles sponsored by the National Committee on Research have appeared in *SCHOOL LIFE*:

Windes, E. E. Unification of Secondary Education—the Outstanding Need. March, 1928.

Grizzell, E. D. A Comparison of Standards for Secondary Schools of Regional Associations. April, 1928.

Jessen, Carl A. The National Committee Reports Progress. May, 1928.

Bristow, William H. The Junior High School a Factor in the Rural-school Problem. May, 1928.

Jones, Arthur J. Cooperative Study of English and American Secondary Schools. June, 1928.

Edmonson, J. B. Colleges are Trying to be of Greater Help to High Schools. September, 1928.

Ferris, Emery N. Building a Program of Studies for the Junior High School. September, 1928.

Terry, Paul W. Value of Supervision of High-school Student Organizations. October, 1928.

Eikenberry, D. H. Professional Requirements for Principals of High Schools. November, 1928.

Powers, J. Orin. Is the Junior High School Realizing Its Declared Objectives? December, 1928.

Schorling, Raleigh. Definition of Secondary Education and Its Functions. December, 1928.

Koo, Leonard V. Progress and Problems of Secondary Education in California. January, 1929.

Crowley, Francis M. Rapid Development of Catholic High Schools in Past Decade. February, 1929.

Ashbaugh, E. J. High School in Every District Means Too Many Small Schools. March, 1929.

Children Are Entitled to Best Human Experience in Sex Education

Anything Less is Cruelly Unfair. Modern Scientific Training Prompts Children to Ask Questions Frankly. Many Parents Are Alarmed by Their Inability to Meet the Challenges Thus Presented. They Demand, Therefore, Effective Sex Education in the Schools. Normal Schools and Colleges are Presenting Appropriate Courses for Training Teachers and for Preparing Young People for Parenthood

By NEWELL W. EDSON

American Social Hygiene Association; Chairman Social Hygiene Committee, National Congress of Parents and Teachers

THE so-called "sex question" is still a perennial puzzle to parents. The modern frankness of discussion about sex relationships in book, paper, and magazine, the flaunting of marital infelicities and sexual adventure on the screen, the conceded independence of modern youth, the evident changed social attitudes and standards, the open challenges to monogamy, the sweeping away of old philosophies, the new findings of science and education, and the heavy hand of unreasoned tradition based on remnants of taboos are conflicting factors that give little help to average parents faced by their growing children. What to say and do, and when and how, or whether to do anything at all are still perplexing questions for many parents.

Parents Wish to Guide Their Children

I believe the majority of parents of young children to-day feel that they should do something by way of guiding the sex factor in the lives of their children. Many are answering simply and without emotion the early queries about life origins. Some feel that at this point their task ends. Others hope they can disregard the matter until adolescence, when in one dreaded session they will tell their children "all they ought to know." Still others feel that children reared in an age where the sex factor is so prominent are entitled to the best of human experience in this phase of life, as in any other, and that anything short of that best is shoddy education and cruelly unfair. It is these last, I believe, coupled with the impetus and direction given by sound educators, who have stimulated the new trend in sex education.

This new trend is based on the thesis that if education is preparation of the child for life situations, sex education is his preparation for life situations in which sex is a factor. These are many and varied, and range from cradle to grave. They are concerned with a component that plays an important part in his life

and in his relations to society. The child is a sexed creature making an increasing number of contacts with other sexed creatures, and influenced in these contacts not only by his physical self but by the social experiences themselves. In other words, this child is being sex educated anyway. Therefore, says the new trend, "Let us give this child the best sex education possible. Let us not be content with the school of the gutter, but let us help this growing child to meet his sex situations through life with correct facts, sane interpretations, worthy ideals, and sound conduct."

This means that no modicum of facts about reproduction or sex hygiene will achieve the results. These are only a minor, though necessary, part of the plan. The child is entitled to graded and appropriate materials that will help him to meet wholesomely and happily all his experiences with reference to sex, to guide wisely his own urges and emotions, to interpret sanely sex situations in the world about him, and to prepare him definitely for marriage and parenthood, still the goals for most people.

Marriage the Difficult Problem of Life

Now, marriage is probably the most difficult experience the individual will ever have. It is not only the mating of two creatures physically, emotionally, and socially different, but it is the interweaving of their lives in the daily associations of a partnership that probably more than any other human experience remodels their character and conduct. It necessitates constant adjustments to meet new experiences. It tests as by fire such assets as selfcontrol, fair play, unselfishness, unquestioned service, dependability, the spirit of responsibility, and the willingness to see the game through. It challenges every attitude and standard and ideal the individual has, and keeps going back to the boy-girl experiences that built these up. It is a relationship that demands the best the individual has in character, skills, and knowledge. To fail to train for it or to leave the training to chance is probably the most serious defect of our education to-day.

Publication sponsored by National Congress of Parents and Teachers, represented by Mrs. S. M. N. Marrs and Mrs. Laura Underhill Kohn.

Parents are beginning to sense this situation as perhaps never before. As a part of modern scientific training their children are taught to ask questions frankly and to challenge, and they question and challenge from early childhood on. These challenges naturally include the sex situations about them at home, in school, on the playground, on the street, in the movies, and in magazines and newspapers. Among others, they challenge boy-girl experiences, social codes and conventions, the institution of marriage, the values of love, the stability of the home and family, and the worthwhileness of parenthood. Many parents can not meet these challenges and are genuinely alarmed. More disturbing still are the conscious or unconscious adoption by their children of the codes and mannerisms and attitudes of their own crowd regarding such experiences as petting, love-making, the demands for frankness and happiness and freedom. Thoughtful parents appreciate that these experiences rather than parental precepts all too frequently set the attitudes and standards which boys and girls carry over into the home partnership. And it is not alone parents of adolescents who are uneasy, but parents of pre-adolescents, who sense that in a very short time indeed they will have to meet the same difficulties with their own children.

Effective Sex Education Is Demanded

It is this realization that is making modern parents demand effective sex education for their children. Encouraged by such books as de Schweinitz's "Growing Up" and Cady's "The Way Life Begins," they clear without too much difficulty the hurdles of the mother's and the father's part in reproduction. These experiences hearten them to face other problems or questions their children bring, and to secure the best information and guidance possible. But they demand to know the experiences of other parents, and these demands are building up an increasingly good literature in the field, though there are still some gaps to be filled. Some parents are beginning to think in terms of sex education goals for different age

periods and of definite ways in which they may help their children attain these goals. Not content with books alone, many parents are insisting that sex education be made an integral part of formal child study and parental education, in which parents can discuss not only theories but actual practices in meeting situations that arise and can get help in unravelling knotty problems.

Teachers Tactfully Handle Facts of Reproduction

Some of the parents with wider vision are beginning to realize that schools can do much in this matter of sex education. They appreciate that here and there are teachers of poise and sympathy, well versed in biology and the principles of modern education, who can handle reproductive facts in a scientific and unemotional way that many parents can never attain and that splendidly supplements the efforts of those who do undertake this task. They appreciate that similarly teachers may deal with appropriate materials in such courses as nature study, physiology and hygiene, physical education, home economics, the social studies, and literature. Other teachers are skilled in analyzing individual problems or guiding discussion groups or directing the conduct of boys and girls. Some parents realize that at present about 1 high school in 10 (1,665 out of the 16,937 high schools of the country) is experimenting in this direction, many with marked success and nearly all with parental approval. So parents are turning more and more to the supplementary help of schools in this matter of sex education and encouraging them to find suitable teachers and appropriate opportunities for this work. As a result, normal schools are now sensing the need for teacher training and here and there are beginning the inclusion of appropriate materials into their own courses.

Social Hygiene Committees in Colleges

Meanwhile, colleges are coming to face more definitely the training of future parents. More than 200 of the colleges have social hygiene committees, which are considering in what ways appropriate materials may be included in courses now given, what new courses in eugenics, the family, and the techniques of child rearing should be added; or pending either of these two moves, what types of lecture series will best serve special student groups. Maturing young men and women on the threshold of marriage and parenthood are entitled to a sound sex philosophy, along with the attitudes and ideals which make for wholesome conduct.

The National Congress of Parents and Teachers has been quick to grasp the significance of this new trend in sex education and to demand that it shall be incorporated in the program of the Congress.

Its parents have children of all ages who ask all manner of questions and bring home for interpretation all kinds of experiences, both of their own and of their mates. Hence these parents are requesting all sorts of helps and are engaging in activities which will prepare them to guide their children. The machinery of the Congress is therefore used for the preparation and distribution of materials, the wide use of speakers, the encouragement of study groups and discussions and reading. At the present writing 43 State chairmen serve as foci of interest and as general assistants in developing activities within their States. These chairmen co-operate with State and voluntary organizations in supplying materials to their members—pamphlets singly or in loan packets, information about books, suggestions about study groups, special programs. Some chairmen formulate programs growing out of local needs, send news items to their State bulletins (there are 45 of these), secure speakers and set up round-table discussions for State and district conventions, stimulate libraries to add books for parent use, and confer personally with many local officers. Through the efforts of these chairmen over 1,600 talks were given last year to more than 80,000 parents and teachers, including presentations before 23 State conventions. In connection with most of these talks question boxes and discussion of parent problems were conducted, and as with any other subject, many study groups arose for training parents in methods. One State Congress is very wisely training leaders who can in turn conduct study groups of parents.

Parent-Teacher Associations Are Interested

The development of this program in the National Congress of Parents and Teachers is, I believe, an indication of the solid determination of modern parents to meet the so-called sex question with their children. Parents appreciate its importance in the lives of growing boys and girls and in the home partnerships ahead. They are eagerly using the new materials and methods and the accumulating experience of successful parents which make possible a sex education that will guide children to wholesome conduct and a probably more successful marriage. This is one of the outstanding ways in which parents can contribute to present child welfare and to the homes of the next generation.



State athletic championship tournaments have been abolished by the central committee of the New York Public High School Athletic Association, the body which determines and administers eligibility rules and conducts State athletic contests.

International Kindergarten Union at Rochester

More than 2,000 workers in the fields of nursery, kindergarten, and primary education attended the meeting of the International Kindergarten Union in Grand Rapids, Mich., last year. The meeting this year will be held in Rochester, N. Y., April 29 to May 2, inclusive.

The conference will open on Monday with an address by Dean William F. Russell, of Teachers College, Columbia University, and will close on Friday with a nursery school round table, Miss Harriet M. Johnson, of the bureau of educational experiments, New York City, presiding.

In addition to exhibits and school visitation, the week's program will include discussions of character education, child development and curriculum progression. Organized school visitation was instituted as a part of the convention program in Kansas City, three years ago. Delegates register their preference as to grade and type of work they wish to observe, transportation is provided, and follow-up round-table conferences are held. One meeting will be given to the official publication of the organization, *Childhood Education*, with Dr. Ruth Streitz and Dr. James F. Hosic as the principal speakers.

Delegates' Day is the gala day of the week's conference. At this meeting, delegates from all sections of this country and abroad report progress in the education of young children in the section of the country they represent. Students in training schools in the vicinity of the place of meeting attend in groups and in many instances make their first professional contacts. The program of this year's meeting gives promise of worth and stimulation.—*Mary Dabney Davis*.



Children's Books at Geneva Convention

Children's books will have an important place in the third biennial conference of the World Federation of Education Associations which will meet in Geneva, Switzerland, in July. The selection will include books written in the several languages designed to promote international good will among children, books loved by children and giving a true picture of life in different countries, children's classics, and books written by children. A questionnaire has been sent to librarians, teachers, parents, and booksellers, and the information gathered will be put into a report with an analytical catalogue.

Useful Service of County School for Crippled Children

*Education of Physically Handicapped Children on Farms Has Had Little Attention
Ohio Law Providing County Schools is Highly Beneficial. Hearty Cooperation by All Agencies Concerned With Barnesville School*

By PAUL V. BROWN
Superintendent of Public Schools, Barnesville, Ohio

PROBABLY all of you can recall cases similar to the one I am going to describe. Picture a farm home in which lives a badly crippled child. The nearest school is so far away and over such miserable roads that it is a task for even a physically normal child to make the trip. And if this crippled child could get to this country school, he would be so out of place, so improperly cared for, that he would be a burden to the already overworked teacher, and he would find school a most uninteresting and difficult place. In this particular county there is no city class for crippled children, no county class, nor any home teaching. So this little chap will have to idle away his

days, getting little or no school training, and he will always be dependent unless some better provision can be made for his care.

In every county there are crippled children; the number is greater than one would think without a careful study of actual conditions. In some of the cities the classes for such children reach most of the cases within the city—but what of the crippled child in the country?

In most counties very little is done for crippled children in the county—on the farm—and yet it is in the rural districts that the need is greatest, a need to which we are just beginning to pay some attention. It is about a county-wide school, caring for crippled children of the rural districts, that I wish to tell you.

Belmont County School for Crippled children is now in its third year. To this

Read before Ohio Society for Crippled Children, Canton, Ohio, February 8, 1929.

school, located at Barnesville, Ohio, some 20 crippled boys and girls are brought from all over the county and they, together with five local children, make up the enrollment.

The children come from 13 communities; they stay in Barnesville from Monday morning till Friday night in boarding homes; they are enrolled in all eight grades, under the supervision of two most capable teachers, and they are getting a training that will make of them properly educated citizens. Without this school their school days would be few, and their training wholly inadequate.

What has been done in one county can be done in any other; and to do it there are certain contributing factors, the coordination of which makes success possible. I have listed seven such factors; that is by no means all of them, and they are arranged in no particular order.

Prime Factor is County Health Officer

1. The first of these is the county health commissioner and his aides. It is through this office that clinics are best conducted, that cases suitable for such a school are found, and the initial enrollment made. Through this office also, after the class is once organized, health examinations and records are made regularly, and a constant watch is kept on the physical condition of



The children are well fed and well taught, and they are comfortable and happy

the pupils. I find, too, that this office is ever ready to act as a special attendance officer, and help get pupils back to school when absent.

2. Next, I have grouped the county superintendent of schools, the board of education, and the superintendent of schools of the community wherein the class for crippled children is located. The board of education, particularly, must be favorable to the idea. It must provide suitable rooms and advance money in payment of bills, to be reimbursed at the end of the year by the State department of education, in accordance with law. And above all it must give the superintendent its support. As for the superintendent himself, suffice it to say that next to the teacher, who has the hardest and most important job, the superintendent is the one who must see the thing through.

Civic Clubs Are Often Helpful

3. The next one on my list is the Rotary Club or similar organization interested in this work. A school for crippled children can flourish better in any community where some such group stands ready to respond to calls for help. These calls come frequently—for new braces, crutches, special shoes, or glasses. Possibly it is a Victrola or a radio or gifts at Christmas time. The Rotary Club or other group has numerous opportunities to do many, many things to make the lives of these crippled children more livable.

4. Next, I group the State departments of health, education, and welfare. These departments have much to do with shaping the course of the special class and its pupils. The department of education is of special importance in that it pays the bills. Also it helps collect the tuition; sometimes is called upon to visit parents or boarding homes; and, in short, see to it that the whole project is kept up to standard.

Cooperation of Parents is Necessary

5. The parents of the children are the next important factor. Many of them are foreign; in many cases the child has never been away from home before. So it is necessary to obtain the cooperation of parents in order that they may help to keep the children happy and contented in their new school. If possible, the parents must pay for books, clothing, and transportation.

6. The mothers of the boarding homes—they are paid for their services—but only a real mother heart can take into her home three or four of these crippled ones and care for them as they should be cared for. Good meals, good beds, proper observance of study hours, discipline when necessary, occasional good times, and a sympathetic attitude toward the many

childish cares—all the things a real mother is called upon to do, these kind women do who open their homes to the children from out of town. Hard to find? I thought they would be, but in the three years the school has been in operation we have had excellent homes for the children and a waiting list of women who want to take new pupils as they come in. It would be the same in any other community. It is not the money only; it is the mother instinct that goes out to these unfortunate children.

Teacher the Keystone of the Structure

7. The last factor, and the most important one, is the teacher. I wish I could tell you what her job is. The teacher is the keystone of the entire structure. She must be alert, well trained, and ready to get the most out of the word "service." It is no job for an old teacher ready to take a rest, for to do the thing well she must be ready to respond to more calls than almost any other teacher in the entire staff.

Many others, of course, contribute to the success of such a school, but those listed are the most necessary ones. A successful county school for crippled children needs the whole-hearted cooperation of every one of these groups—alive to the need, ready to try, inspired with the ideal of service. And the remarkable thing about it is that it is usually so easy to secure this cooperation; in Barnesville all have fallen into step, and all have done what they could to help.

Now I am going to take you on a trip through our special school at Barnesville; and I am going to do it by having us imagine that we are a crippled child just enrolled in this class. Probably the county nurse found us and obtained our parents' consent to enter us in the school. So on the next Monday morning we get on the train or bus and go from home on this new adventure. We arrive at the school and find a pleasant, sympathetic teacher in charge of a well-equipped, interestingly decorated room. We begin our studies and find that they are the same as in any other school of similar grade except that they are carried on by use of a modified Dalton laboratory plan of instruction. The children in the school are particularly adapted to such a procedure.

Habits Are Wholesome and Regular

During the morning we drink milk; perhaps we rest on one of the cots. At noon our lunch, which we have brought from home, is supplemented from the home economics kitchen and we are a happy family around our dining tables. The art and music supervisors come in for their work; manual training for the boys and sewing for the girls are provided. And after a full day our taxi comes and

takes us to our home—we call it home—where three or four of our classmates live with us. And the going to and from school each day, the interesting lessons, the good boarding homes, all make the week pass so quickly that it is Friday night almost before we know it, and we find ourselves once more on the way to our parents' home for the week-end visit. That is a picture of our special class, minus the details.

Now let me tell you something of the pupils, and what they are getting from this school. Most of us realize the need for the proper education of crippled children. Some of them will never be able to do manual labor. They must, therefore, have trained minds—minds which will enable them to take an independent place in the world. Some of them will never be more than helpless cripples, and for them leisure will be just about the most abundant thing they have. Educators are realizing more and more that training for a wise use of leisure is one of the important goals of education. The work in school, therefore, should be such that these crippled children will have opened up to them new worlds in literature in art, in music, in science, in writing, and in study in general, to help them live their lives with some degree of happiness and contentment, not in dull despondency.

Children Are Industrious and Happy

So at school we find them eager, anxious for more, wanting extra work, and always just about the happiest and most cheerful group one can find anywhere, because from the very first every influence brought to bear upon them points toward some such goal.

Let me tell you about Anna. She came to us when the school was first started. She was 12 years of age and in the first grade, for she had never been to school. She wore braces on both legs, used crutches and was badly crippled. During the first year, in which she attended eight months, Anna did the work of the first and second grades. In the second year she did not come back until February, having been sent to a hospital in Columbus where she was operated upon and fitted with new braces. She had to learn to walk all over again. She has been in school so far this year, making a total attendance of 17 months, a little less than two full school years; yet to-day Anna is doing the finest kind of fifth-grade work, and is an eager, interested, and happy girl.

Each one of these 25 crippled boys and girls has an interesting story. Their attitudes are changing; they are becoming more contented, more optimistic, better able to meet conditions, and are building up a determination to make

(Continued on page 159)

Department of Superintendence Again Convenes at Cleveland

City is Central and Accessible and its Facilities for Big Meetings are Unsurpassed. President Boynton Attacks Critics of School Expenditures. Commissioner Cooper Recalls Part of Ohio Men in Establishment of Bureau of Education. Doctor Dewey Discusses Educational Articulation and Doctor Bagley Speaks of Character Education. Many Women in Audience but None on Main Program

By KATHERINE M. COOK

Chief Division of Rural Education, Bureau of Education

CLEVELAND, "city of sanctified squander," host to the fifty-ninth annual convention of the Department of Superintendence, chosen for the third time in 10 years—oftener than any other city—again proved eminently satisfactory as the convention city. The phrase quoted was coined in the recent crusade of the "association for retrenchment of public expenditures" against rising school costs; but if the activities of that organization had any effect it was not apparent in the convention discussions. Cleveland and the State of Ohio have apparently not suffered from enforced retrenchment in school expenditures. This was made clear by J. L. Clifton, State Director of Education of Ohio, at the final session of the department, Thursday afternoon.

Disarm Criticism by Ignoring It

"Out of Cleveland within the past year," said Director Clifton, "has come a discussion about the cost of education. We have lived so close to it in our State that we have paid very little attention to it. I believe that the way to meet criticism of that kind is to ignore it, so far as public expression is concerned. * * * I could say that the cost of education in the State of Ohio in the public schools has gone beyond the \$100,000,000 a year mark, but I know that if I should say that many people would be distressed. We are not, therefore, talking in figures about the cost of education."

Justification for Cleveland's frequent selection lies in part in its central location and consequent accessibility by varied means of transportation. Trolley and bus lines radiate in all directions from Cleveland, and railroad connections are far above the average in number and satisfactory service. Of the 15,000 reported in attendance many are said to have come by airplane; Detroit and Chicago delegations particularly favored that method of transportation.

For combination audience-room and commercial-exhibit needs the auditorium offers as nearly a perfect setting as is anywhere available. This year's exhibit was a display city in itself. Everything of

known availability for school use from pen points to the latest improved transportation automobiles was there for examination and explanation. If one left without information it was due to lack of time and energy or of inclination—certainly not of opportunity. Beside the commercial and equipment display, there was much to feed the more restricted pedagogical interest in the elaborate and suggestive exhibits of Cleveland and Cuyahoga County school systems. The arena in which all general meetings were held, though far more expansive than department audiences apparently require, proved eminently satisfactory in acoustics. Less disturbance and more comfort are therefore afforded than in convention halls generally available.

Down-town hotels were commodious and convenient—in proximity to the auditorium and in the multiplicity of rooms available for small meetings, luncheons and dinners, of which there were the usual number and variety. While not wholly adequate to accommodate all of the visitors, the overflow was with few exceptions, housed in comfortable though sometimes inconveniently remote quarters. On the whole there was an unusual degree of satisfaction and comfort in general arrangements for the physical well-being of those in attendance. This is due in large part to the fact that the Department of Superintendence, under the direction of Secretary Shankland, has built up an efficient, smoothly operating organization and perfection of convention machinery goes without saying.

No Controversies or Contests

The Cleveland program failed to develop controversial discussions such as characterized the Boston meeting; and the election of officers, as at Boston, failed to develop a contest. Superintendent Frank Cody, of Detroit, was the unanimous choice of the convention for its next president.

The usual vesper service on Sunday afternoon was the formal convention opening, emphasizing that the spiritual and artistic are not neglected in education as it is to-day. The afternoon's discourse was delivered by Rev. Joel B. Hayden,

pastor of the Fairmont Presbyterian Church. The musical program was presented by Vincent Percy, organist, and the choral club of Glendale High School. Throughout the several programs, even including luncheons and dinners, music of excellent and stirring quality was furnished by musical organizations of the Cleveland schools. Mr. and Mrs. Brown, of Ithaca, N. Y., the president's home town, contributed materially to the success of the meeting by rendering musical selections and by directing community singing by the audience at a number of meetings and at the headquarters hotel.

Theme, Higher Types of Citizenship

But the program of discussions prepared by President Boynton was naturally the *pièce de résistance*. The convention proper swung into action Monday morning at the auditorium arena with the president's annual address characterized in newspaper headlines as a "smashing attack" on the critics who charged that excessive expenditures for schools are prevalent. The program as a whole was intelligently conceived and effectively carried out. The central theme about which all general program discussions definitely centered, and which was also the basic influence of the group discussions, was "How can the public schools better serve democracy and increasingly produce a higher type of citizenship?" Each general session program was formulated to deal with a particular application of the underlying theme. The first concerned improving the school's service through better financing. The eight groups meeting the afternoon of the same day discussed allied topics such as: Financing rural schools; Can building costs be cut? State aid for education, and the like. The second general session was a demonstration of physical and health education, applying to that field the question of the school's service to better citizenship. Other general sessions, similarly, were devoted to improving the school's service to democracy through articulation—articulation of school units, of school with life outside of school; through re-

search, and through better trained teaching staffs; the series fittingly culminating in the consideration of how the convention thesis could be answered through character education, the sine qua non of educational objectives.

The seventh and last general session was devoted in part to introductions, the president presenting newly selected officials of the several educational organizations represented which offer service to the public-school system. President Boynton first introduced to the department its newly elected president, Superintendent Cody, of Detroit, then the president of the National Education Association, Uel E. Lambkin, of Missouri, each of whom responded fittingly, outlining briefly the service which the organization he represents was prepared to offer, and setting forth the plans for his administration.

Ohio Men Active for Bureau of Education

Next to be presented was the recently appointed United States Commissioner of Education, Hon. William John Cooper. Doctor Cooper said it was particularly appropriate that the ceremony of presenting the Commissioner of Education to the Department of Superintendence should take place in Cleveland, Ohio. He recalled the fact that three distinguished citizens of Ohio played significant rôles in the establishment of the Bureau of Education. Andrew Jackson Rickoff, city superintendent of Cleveland, addressing the organization now known as the National Education Association at its meeting in 1865, at Pittsburgh, Pa., and speaking to the topic, A National Bureau of Education, outlined as desirable activities many of the functions that the Bureau of Education has exercised since its establishment. The Hon. Edward Emerson White, then State Commissioner of Common Schools for Ohio, acted as chairman of a committee of the National Association of School Superintendents appointed the same year to memorialize Congress in respect to the creation of a National Bureau of Education. A third distinguished citizen of Ohio, "educator, soldier, statesman, and later martyred President," introduced into Congress the bill to establish a National Bureau of Education.

Among speakers on the programs of the general sessions city superintendents predominated, occupying 8 of the 22 places. Professors (usually of education) in higher institutions held six of the places on the program, and presidents of higher institutions three. In addition there was one representative from each of the following: Chief State school officers, State departments of education staffs, city boards of education, and the personnel director of the New York Stock Exchange. Gover-

nor Cooper, of Ohio, scheduled to address the last session, was unable to be present.

The female of the species was conspicuously absent so far as participation in general programs is concerned; classroom teachers were not represented. "Are there no chairs in Cavendish Square?" The discrimination, if such it was, did not extend to the discussion groups, of which there were eight, nor to the numerous meetings of the allied organizations with affiliated programs; nor did it affect the attendance. Apparently the usual number of women and the usual number of teachers, both men and women, were there.

Outstanding speakers and significant papers were far too many to have adequate or inclusive mention. The program, as has been indicated, was not only broadly representative as to personnel but was comprehensive as to interests to an unusual degree. Research, guidance, curriculum reorganization, articulation, finance, the junior high school, are terms to conjure with in the educator's lexicon of 1929, if the department discussions are in any sense an indication of prevailing interests in the educational world.

If one were to chance an opinion of three or four topics which seemed to receive the lion's share of attention he would probably select equalizing educational opportunity, articulation, junior high school reorganization and curriculum, and teacher training. Unusual consideration was given to the need for teachers of the Mark Hopkins kind—securing them through selection of entrants; through more and better training, pre-service and in-service; through training institutions more intimately in touch with the problems to be faced by students when they graduate, and similar important and apparently neglected means.

School Finance Occupies First Session

Similar difficulty is encountered when one attempts to select outstanding session programs. Judged by the attendance and apparent interest, the first, third, and sixth general meetings seem worthy of mention. The first meeting included the president's address, Education: "What Program What Price?" a comprehensive discussion of what school-building programs of the future will involve, by Superintendent Gwinn, of San Francisco; and an outstanding address by Dr. George Strayer, of Columbia University, vigorously attacking the pertinent subject of financing schools. According to President Boynton, "it has become the fashion for certain speakers and writers to point an admonishing finger at the steadily rising cost of public education. Who is it that bewails the rising cost of education, declaring that we are trying to teach too many things to too many people? Is it

the working man or the middle-class worker? No; not these. They know that in education lies the hope of realizing for their children what circumstances have denied themselves, that through the American public school runs the straightest road to success and a more equal distribution of the world's wealth. It is that small but powerful and active class made up of those who believe that education above the line of illiteracy is the exclusive right of a few selected souls; a class made up in part of these and in part also of those gold-greedy go-getters who have always been willing to rob childhood of its birthright and to coin it into coupons in order that with unconscious irony they may build monuments to themselves upon college campuses. They are our 'conscientious objectors' to the school budget."

Doctor Strayer, discussing the rising cost of education and the Nation's ability to pay, said: "There is no doubt concerning the ability of the American people to finance their schools, even though costs have increased greatly in the past 20 years. A nation which is able to save 15 per cent of its income certainly need not be anxious concerning the expenditure of 2.68 per cent of its income for education."

At the third general session Dr. John Dewey, Teachers College, Columbia University, dean of American educational philosophers, was the principal speaker.

Waste in Educational Processes

Doctor Dewey's topic was "General Principles of Educational Articulation." Doctor Dewey discussed two ways of approaching the problem of elimination of waste in the educative processes of the school. "One," he said, "is the administrative. This takes the existing system as a going concern and inquires into the breaks and overlappings that make for maladjustment and inefficient expenditure of time and energy on the part of both pupil and teacher—useless and therefore harmful mental motions, harmful, and not merely useless, because they set up bad habits. The other may be called personal psychological, or moral. By these adjectives is meant that the method starts from the side of personal growth of individual needs and capacities, and asks what school organization is best calculated to secure continuity and efficiency of development. * * *

"This statement of two modes of approach does not imply that there is a necessary opposition between the two. They should be complementary. What is common to both is that each looks at the educational system as a whole and views each part with respect to what it does in making education really a whole, and not merely a juxtaposition of mechanically separated parts. Each avenue of ap-

proach is equally concerned to eliminate isolations and render the function of each part effective with respect to the others. * * * Interests and capacities change with age. The underlying problem is whether the changes occur gradually and almost insensibly or by sharply marked off leaps which correspond to the conventional institutional school divisions. This is a question which must be investigated. * * * The study of the best methods of articulation should be checked by a comparative study of those schools in which division into units is minimized; that is, 'unified schools' in which children of different ages from primary to high school are found together and wherein there is no administrative break between junior and senior years in the high schools. Only by such a comparative study can the elements, if any, that are artificial and conventional in the schools where units are emphasized be detected. * * * The fundamental problem of articulation takes us outside the school to articulation of its activities with the out-of-school experience of the pupils. It is for this reason that the curriculum is so fundamental; to articulate successive phases of subject matter with one another, there must be an articulation of the curriculum with the broadening range of experiences at home, in the neighborhood and community. This principle applies at the beginning and all the way through. * * *

Tendency to Uniform Treatment of Subjects

"There is still an undue tendency to a uniform four-abreast treatment of the subjects that make up the school program. Certain studies tend to appear in every month and in every year of the school program. There is need for flexible experimentation and periods of intensive concentration upon such things as reading and number work in the elementary grades followed by periods of relaxation in which achievements gained are capitalized in concentration upon other studies. The same principle applies to history, geography, nature study, and science. Each might be made for a time the relative center with subordination of other factors. The effect would be to disclose better than does the uniform method special aptitudes and weaknesses and would, I think, greatly minimize the breaks that now come with change of pupils to a new year and a new unit."

The sixth general meeting was devoted to character education. Three distinguished speakers graced this program. Dean William F. Russell, familiarly called "the young déan," was the first. His subject was "Some Hints from Scientific Investigations as to Character Training." He said:

"Character education is not merely a matter of importance; it is the outstand-

ing end of our education. To the degree that we achieve it we succeed; to the degree that it eludes our grasp, in that measure we fail. The character education industry which has been working at Teachers College has been looking into the problems of character. The conclusions, as one finds in scientific monographs, are cautious and guarded. I shall not give them here. I am trying to answer a hypothetical question like this: What, in your judgment, is the best advice as to character education resulting from scientific investigations? First, I think scientific investigations point to the need of much more continuous and protracted education than is common in our public schools with their 5-hour day, 5-day week, 36-week year. I should go so far as to say that they almost imply a boarding school. In our public school situation we must all work together, and this is no easy task. My second guess points to the need of a consistent and effective attack on character from a very early age. My third guess is that these researches in character education will yield the most powerful arguments against individual instruction that we have yet found; or to put it oppositely, there are many hints here and there as to the importance of the group, the pack, the gang, the set. My fourth guess is that research in character education points to the need of a happy pupil if much progress is made. I do not mean hilarity, gayety, or sensuousness. I mean an unworried life, a respect for the teacher, a sympathy with the ideals of the school, an enthusiasm or patriotism to the group to which he belongs.

English Public-School Masters Were Wise

"Recent investigations of character education make me think that the schoolmasters of Eton and Rugby, in picking children from good homes and giving them schooling inside the building and education outside in the play fields, knew what they were about. Here in the United States it has taken us a century to grant this opportunity for schooling to our pupils. I wonder how long it will take us to extend this opportunity for education."

The second address of the morning was that of Dr. W. C. Bagley on "Some Handicaps of Character Education in the United States." Doctor Bagley, eloquent and forceful, reminiscent of the day when he excoriated "soft pedagogy," spoke especially of problems concerned with the prevalence of crime in the United States, certain tendencies opposed to their solution, and of the function of the school in meeting the situation. Doctor Bagley believes that we must justify our democracy by demonstrating that

public education is a steady and stabilizing force. Attempts to rationalize our policies have been too often attempts to justify loose standards rather than frankly to recognize the situation. The influence of these rationalized justifications of relaxed standards has been to open the paths of least resistance. It can be traced in our educational vocabulary.

"Practically every term suggestive of strength and rigor has been replaced by a weaker term. Certain words are never mentioned in our discussions except as objects of opprobrium; such words, for example, as drill, review, and system. A most striking example of these softening processes has been the complete and total discrediting of the concept of mental discipline. The implications of the experiments on the transfer of training have been carried far beyond the point justified by the experiments themselves and have been made the basis of a sweeping attack upon all school subjects that are inherently difficult in the sense of being exact and exacting.

Freedom Theory a Perilous Adventure

"The extent to which these influences have gone is most clearly seen in the increasing vogue of what I shall call the freedom theory of education. Learning activities must not be imposed; they must always take their cue from the immediate desires and purposes of the individual. Imposed tasks and prescribed programs of study not only violate the inherent right of the learner to make free choices, but are themselves either futile or negative as educational means. It would be unnecessary to refer to these extreme expressions of a theory which, sanely interpreted, has much to commend it were it not for the fact that they have acquired a popular vogue of very wide dimensions which makes them extremely dangerous at the present time. At the present juncture in American civilization they constitute about the last word in perilous adventure. They compound the forces that are already operating to weaken the educational fiber at the very time when a stiffening of that fiber is distinctly in order."

Doctor Bagley believes that public education is between two powerful pressures—soft sentimentalism of the extreme freedom theory on the one side, and hard sentimentalism which stigmatizes budgets for education as "sanctified squander" on the other. He reminded the audience that he had warned them 16 years ago that we could not build our democratic structure on the shifting sands of soft pedagogy. "That statement still holds," he said, "there must be iron in the blood and lime in the bone. For a motto of an educational theory meet for the needs

of democracy in an industrialized civilization I propose the phrase 'Through discipline to freedom.'

The last speaker of the morning was Dr. John J. Tigert, president of the University of Florida, who spoke on character education from the standpoint of the philosophy of education. "The philosophy of education," he said, "would involve a statement of objectives, but it is unnecessary to take time for such a statement. We can proceed on a practical or empirical basis. From the time of Moses we have had commandments, codes, and catalogues of virtues which are ample for practical needs. A philosophy of aims seems to me to be one of the least of our difficulties. Old-fashioned moralists were satisfied with conscience as a guide. Personally, I believe that all the objectives could be reduced to one principle, either of conscience or the Golden Rule, and bring about an immeasurable result. All the subjects in the curriculum can be used for the betterment of character. Some subjects, particularly the social sciences, lend themselves more readily to this purpose than others. In the extracurricula activities we find the most convenient and effective agency to accomplish our ends. At no place in our whole educational scheme of things do I believe we can employ with more telling effect our philosophy of education through doing.

"I wish to go on record in expressing the conviction that in the development of character religion should supplement ethics. This particular function belongs to the church, but the school should supplement the efforts of the church as far as possible. The power of religious emotion will accomplish results that teaching can not hope to attain."

Excellent Programs in Affiliated Sections

The various affiliated departments and sections had prepared programs of excellent quality and covering a wide variety of topics of moment. The National Society for the Study of Education held its usual two sessions devoted to discussions of the 1929 yearbook on preschool and parental education.

The department of rural education celebrated its tenth anniversary with a luncheon meeting addressed by three nationally known speakers: Dr. P. P. Claxton, city superintendent of Tulsa, Okla., and formerly United States Commissioner of Education; Dr. William John Cooper, Commissioner of Education; and Dr Charles H. Judd, director of the School of Education, University of Chicago. That the audience was widely representative is shown by the fact that there were present 4 State chief school officers and 24 additional representatives of State departments of education; 7 presidents of State teachers' colleges; 30 faculty members of

State teachers' colleges and 6 of State universities; 6 staff members of the Bureau of Education, 34 county superintendents, and 15 supervisors.

The Department of Elementary School Principals, the Platoon School group, the Department of Secondary School Principals, the National Council of Education, National Council of State Superintendents, National Council of Women in Administration were among other important organizations with excellent programs, each worthy of a separate article which space—not lack of interest or significance—forbids.

So the Cleveland meeting becomes history with its 58 predecessors. At each successive meeting one is impressed more and more with the positive and potential contributions of these conventions to unity and progress in American education. Doctor Dewey, in his significant address Wednesday morning, speaking directly of the report of the commission on articulation said: "In our American educational system of diffused control, in the absence of any central directive body, our sole guarantee of constant improvement is the method of cooperative voluntary inquiry and mutual conference." The statement applies equally to the increasing usefulness of the convention of the Department of Superintendence.



Schoolhouse for Eskimo Within Arctic Circle

Corner stone of the farthest north schoolhouse on the American Continent has been laid at Barrow, Alaska, according to recent announcement of the United States Bureau of Education, Alaska division. The building, including necessary equipment and supplies, cost \$16,000, and is for native Eskimo children. The corner stone, a solid truncated prism of concrete, was placed upon a firm foundation of blue glacier ice 18 inches below the surface of the sand, and above high-water mark. Supplies for the school and 165 tons of building material were brought by the Government ship *Boxer* on its annual visit to Barrow. The chief of the Alaska division of the bureau, officers of the S. S. *Boxer*, superintendents, teachers, and local friends, traders, and whalers at Barrow assisted in the ceremonies, in the presence of about 200 Eskimos and a dozen white people. The corner stone was christened with seal oil, poured by an old walrus hunter and whaler of the locality, formerly of San Francisco. An appropriate background for the occasion was furnished by great ice fields grounded along the coast as far as eye could see and the S. S. *Boxer*, which was ready to lift anchor and maneuver for safety should the ice-pack shift in that direction.



Service of School for Crippled Children

(Continued from page 155)

something of themselves. One boy was formerly in a regular grade with normal children. He was picked on by them all, and in his turn he picked on them. He was perfectly able to take care of himself, cursing, fighting, throwing bricks or his crutches; and when asked of his future, he said, "Believe me, I'm going to be a train robber when I grow up." He has been in the special school for these three years; to-day he is leading the boys in many of their activities, is doing splendid school work, does not fight nor swear, and is a changed individual, a gentleman. And he has some rosy plans for the future which do not include train robbing.

An exaggerated case, you will say. Yet it is indicative of the change that is being wrought. They are all being made over into better equipped, more determined boys and girls. And what is being done at Barnesville is not unique; any class, anywhere, can do the same for its pupils. But the big thing to note is that so very few such children are being reached; so many over the State have no chance for such training. We pride ourselves on being citizens of a great State, a State which is a leader in promoting work of this kind. And yet in Ohio and in every other State there is much more for us to do. Crippled boys and girls in the rural districts everywhere need better care and better educational advantages; and I want to leave with you this appeal: Help to spread the gospel, so that the time may soon come when every crippled child will be reached and will be given a fair start in life.



No More Christmas Institutes for San Diego Teachers

A course of 4 evening sessions and 4 afternoon sessions has been substituted for the 3 days' institutes formerly held at Christmas time for teachers of San Diego. Outstanding lecturers will be engaged, with the purpose of providing a rich background of education and culture rather than to furnish technical educational information. Six sessions must be attended by each teacher during the year. For members who prefer the institute plan of meeting, attendance upon sessions of the California Teachers Association, southern section, and sessions of the San Diego County Institute may be substituted. As all sessions are to be held after school hours, teachers are allowed four additional days of vacation with pay at Christmas.

New Books in Education

By MARTHA R. McCABE
Acting Librarian, Bureau of Education

CHARTERS. W. W. and WAPLES, DOUGLAS. The Commonwealth teacher-training study. Introduction by Samuel P. Capen. Chicago, Ill., The University of Chicago press [1929]. xx, 666 p. tables, diagrs. 8°.

This investigation was made possible by funds from the Commonwealth fund, through its committee on administrative units, a subcommittee of the committee on educational research. More than 100 administrators assisted in collecting data from groups of teachers and others. The study is in two parts. Part I, The Investigation, presents the survey made of traits of teachers, their activities, the revision of existing courses, construction of new courses, and problems for investigation. Part II, The Findings, gives the data developed by the study in Part I. It presents a list of teachers' traits and trait actions which may be used as a check list, also a check list of teachers' activities, a code list, and a summary of tables showing curricular values of the activities, as estimated by various representative professional groups. The study is intended as a work book for all concerned in the organization and direction of courses for teachers.

COHEN, I. DAVID. Principles and practice of vocational guidance. New York and London, The Century Co. [1929]. xxiii, 471 p. front., diagrs., tables. 12°. (The Century vocational series, edited by Charles A. Prosser.)

Scientific vocational guidance is discussed, of what it consists, where and when it should begin, and the agencies involved in administering it. The author has surveyed the work of several communities that have carried on the work successfully, and presents the results of his study. He thinks that four ends are accomplished when the goal of an ideal condition of society is attained in this respect: 1. Fitness or native ability for different vocations or occupations is discovered. 2. Every person is placed in an employment in which his ability can be used to the best advantage. 3. Every person is trained for the line of work for which he is best adapted. 4. Every employment is so organized and conducted as to use the trained ability of every person in the way that will obtain the maximum results with the least expenditure of time, material, and effort. Information is given concerning occupations, and how to present the various occupations to the students, with suggestions as to placement, follow-up, legislation, etc.

ENGELHARDT, N. L. and ALEXANDER, CARTER. School finance and business management problems. New York city, Bureau of publications, Teachers college, Columbia university, 1928. xv, 526 p. tables, diagrs. 8°.

This book is the third volume in a series of problem books in public-school administration prepared by the staff of the department of educational administration in Teachers College, Columbia University. Other volumes will follow which will deal with special phases of school administration. Financing a public school system is an outstanding problem to-day in the light of the great amount of money needed and expended. The authors have presented

information of value to the school executive in many puzzling questions with which he has to deal. The school executive-in-training in teachers' colleges may also use the information to good advantage. The study embodies results of actual field work in school situations and research in the major fields of educational administration.

NATIONAL CONFERENCE OF SUPERVISORS AND DIRECTORS OF INSTRUCTION. Second yearbook, 1929. Scientific method in supervision . . . compiled by a committee of the conference, L. J. Brueckner, chairman, O. G. Brim, W. H. Burton, W. S. Gray, Ernest Horn, James F. Hosic. Edited by James F. Hosic. New York city, Bureau of publications, Teachers college, Columbia university, 1929. xii, 307 p. tables, diagrs. 8°.

The purpose of this study is to supply supervisors with descriptions of techniques by means of which they may analyze the educational situation definitely and understandingly. The group of educators making the study have presented a number of objective procedures, so-called techniques, based on aspects related to the pupil, to teacher activity, aspects of the recitation, evaluating methods of making objective studies of classroom procedures, and for securing teacher participation in the study of educational problems. The final chapters are devoted to an appraisal of teaching types and skills, with a summary. The authors find that there is great possibility of a scientific method in the work of supervision, and they have described techniques which will tend to make supervision more acceptable and more effective.

NUTT, HUBERT WILBUR. Current problems in the supervision of instruction. Richmond, Va., New York [etc.]. Johnson publishing company [1929]. xiv, 538 p. 12°. tables, diagrs. (Johnson's education series, under the editorship of Thomas Alexander [and] Rosamond Root.)

The author's purpose in presenting this book was to give added impetus to the whole movement of supervision of teaching by stimulating further study and experimentation by supervisors, thereby furnishing superintendents and principals with information for applying effectively the principles of instructional supervision. Information is supplied on current practices in supervisory work, and the results of an experiment are described in the volume, with suggestions for organizing and administering a supervisory program.

OPDYCKE, JOHN B. In the service of youth. Chapters on certain phases of the teaching of English in junior and senior high schools. With an introduction by William McAndrew. New York, Toronto [etc.] Isaac Pitman & sons [1928]. xii, 404 p. diagrs. 8°.

William McAndrew, who contributes the introduction to this book, states that the author has long been "a consistent apostle of flexibility

and adjustment" in the schools, and that his professional creed for years has been "to prefer boys to books, serve children rather than curriculums, and be an interested and interesting companion and guide to every youth sent to him." The book represents an attempt to present methodology for teaching English in junior and senior high schools. The subject was developed in five parts, or "phases," viz., Personal phases, Craftsmanship phases, Cultural phases, Social phases, and Technical phases. The author gives practical help to the teacher by outlining several courses of 30 lessons each for junior and senior high schools, in literature, composition, and literary appreciation.

PAYSON, VERA M. and HALEY, ALICE H. Adult education in homemaking. New York and London, The Century Co. [1929]. xvii, 251 p. diagrs. 12°. (The Century vocational series, edited by Charles A. Prosser.)

This volume is the first of a number of publications on adult education which will appear in the Century vocational series. Homemaking is the first subject chosen for the series as it is the occupation followed by the largest number of adults, 25,000,000 being so employed, according to the editor in his foreword. The study is intended for the teacher, also as a basis in training teachers, and for the administrator of public-school systems in which this form of education is included in the system. Leaders of adult education might acquaint themselves with opportunities in the field of homemaking from reading certain chapters. The purpose of the study is to teach homemaking to adults, and the principles and methods for so doing are presented.

RAINEY, HOMER P. Public-school finance. New York and London, The Century Co. [1929]. xix, 385 p. tables, diagrs. 12°. (The Century education series.)

Arresting facts and figures are presented in this volume, which show that public-school finance is a matter of the outstanding importance. From one-fourth to one-third of the entire taxes paid by many communities is for education, the author states. Suggestions are given for putting the business organization of a school system upon a business basis, and the routine problems of school bonds, budgets, school publicity, financial policies, etc., are dealt with. A technique has been developed for studying comparative cost units, giving a workable system of estimating the growth in school enrollment, and the extent of future financial commitments. The study represents an effort to furnish reliable elementary training in school finance for school administrators and executives.

ROCHESTER. BOARD OF EDUCATION. The work of the public schools, Rochester, N. Y. Rochester, N. Y., The Board, 1928. 612 p. illus., front., tables, diagrs. 8°.

This survey presents one side of the investigation of the work of the Rochester schools, namely, educational activities. That of administration and organization will be published later. Investigations were made of the fundamental subjects of the curriculum; and in addition to these, health and natural science, social and civic studies, the fine and practical arts, elective subjects, specialized activities, child accounting, and teacher training were included. The work of the survey was carried on by the teaching and supervisory force of Rochester, with the cooperation and advice of outside specialists, among them Dr. H. C. Morrison, Dr. Judd, Dr. Jesse H. Newton, Dr. Buckingham, Dr. Leonard, and others.



EDUCATION IS A METHOD OF HARMONIZING SCIENCE AND DEMOCRACY



THE necessity of wise leadership selected by democratic processes becomes a paramount need. The day of the expert is here. The man who knows must be recognized and used. The universities are training experts in various fields. Their knowledge must serve the common cause. They must not only know their business but they must view themselves as contributors to humanitarianism and as members of the great team of the human family. The simple days are gone. Our social machine is now complex, complicated, and full of a myriad of essential details. It can go wrong in a multitude of ways, but it can be made to go right if each does his share. Education is a method of binding the new to the old and of harmonizing science and democracy. A people must know just as an individual must know the facts to be safe in a world of harsh reality. The great experiment is on. Modern civilization is building a world structure interlocked economically and with all kinds of interrelations and intercommunications. Human beings are sensing their part in a world citizenship.

—RAY LYMAN WILBUR



COMPLETE UNIVERSALITY OF EDUCATION IS OF VITAL CONCERN TO THE NATION

ALTHOUGH education is primarily a responsibility of the States and local communities, and rightly so, yet the Nation as a whole is vitally concerned in its development everywhere to the highest standards and to complete universality. Self-government can succeed only through an instructed electorate. Our objective is not simply to overcome illiteracy. The Nation has marched far beyond that. The more complex the problems of the Nation become, the greater is the need for more and more advanced instruction. Moreover, as our numbers increase and as our life expands with science and invention, we must discover more and more leaders for every walk of life. We can not hope to succeed in directing this increasingly complex civilization unless we can draw all the talent of leadership from the whole people. One civilization after another has been wrecked upon the attempt to secure sufficient leadership from a single group or class. If we would prevent the growth of class distinctions and would constantly refresh our leadership with the ideals of our people, we must draw constantly from the general mass. The full opportunity for every boy and girl to rise through the selective processes of education can alone secure to us this leadership.

*From Inaugural Address of Herbert Hoover,
President of the United States.*